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# THE AMERICAN PSYCHOLOGIST

The Professional Journal of the American Psychological Association, Inc.

Volume 7

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# A NEW EDUCATION AND TRAINING STRUCTURE FOR THE APA

## APA EDUCATION AND TRAINING BOARD<sup>1</sup>

AT its September meeting in Chicago, the Council of Representatives took steps to broaden both the scope and the effectiveness of the Association's efforts to deal with problems of education and training in American psychology. Following a recommendation by the Board of Directors based on a careful study, the Council replaced its hitherto uncoordinated committees on educational policies and training standards with an Education and Training Board. Committees of the new Board will assume all the responsibilities of the committees being discontinued—as well as many new responsibilities—and the new committees will work as part of a coordinated whole. This fact is expected to minimize the danger of a piecemeal approach to what we have come to realize are inherently interrelated educational issues. The need to achieve such an integrated approach to the problems of psychological training had been the subject of a recommendation to the Association from the Policy and Planning Board.

The new structure created by the Council of Representatives is composed of five committees and a ten-man coordinating body, the latter being made up of the five committee chairmen plus five members-at-large. The committees are as follows: (1) Committee on Undergraduate Education; (2) Committee on Subdoctoral Education; (3) Committee on Doctoral Education; (4) Committee on Practicum Training; and (5) Committee on Psychology in Other Professional Schools. The Board has the full-time services of an executive officer. This has been made possible in part by a \$15,000 grant to the Association from the U. S. Public Health Service.

The area of responsibility of each of the new committees has been defined broadly by the Council. However, the Board and the committees themselves have been charged with the task of mapping in greater detail the directions of their future work. Anticipating that these more detailed committee

plans will require the creation of subcommittees and specialized panels for their execution, the Council has provided authorization for expansion of the Board as needed. (New personnel, of course, will be elected through established Council procedures.) Under the former system of independent committees reporting directly to the Board of Directors, establishing a new group of committees dealing with educational matters would have been a cause for concern about multiplying existing confusion. The wisdom of the new structure becomes evident when we realize that new committees will now be created only in response to the requirements of a coordinated plan and that the results of their work will reach the Board of Directors as part of an integrated report from the Education and Training Board.

### UNDERGRADUATE EDUCATION

Undergraduate psychology courses are now offered to many kinds of students, under almost every conceivable institutional arrangement, by faculty members who possess all degrees of competence, interest in teaching psychology, and interest in education as such. The Committee on Undergraduate Education has therefore been given general responsibility, not only for problems of curriculum and method, but also for allied educational problems in which psychologists are involved.

A few problems stand out as particularly important within the array of questions with which this committee might attempt to deal. For example, just what do we conceive to be the educational functions of our undergraduate offerings; that is, what are our objectives in offering a psychology major or offering service courses to non-majors, or when participating in interdisciplinary or general, educational activities? Two aspects of this question are so significant that they stand out at once. First, to what extent should undergraduate education in psychology be thought of as being in the liberal arts tradition, rather than vocationally or pre-professionally oriented? Even more precisely: Should undergraduate programs be shaped by

<sup>1</sup> This article was prepared by Stuart W. Cook, chairman, and Victor C. Raimy, executive officer, of the Education and Training Board.

graduate requirements? Second, is there a genuine difference between education said to be in the interests of student needs, and education said to be in the interests of mastery of subject matter?

In addition to being concerned with what might be called our philosophy of education, the Committee on Undergraduate Education might also be concerned with how best to attain the chosen educational objectives of psychology offerings. Involved here are questions concerning the planning of a curriculum, the choice of teaching methods, and considerations of faculty selection and training. In addition, it may be noted that the encouragement of research on teaching and on curriculum problems may have significant bearing on progress in these matters.

To such questions there is, of course, no single answer, and perhaps no permanently valid answer. Even to consider them, however, implies the need for facts about what is now taking place, and the data in many cases will consist of the judgments of teachers. It will therefore be necessary for the Committee on Undergraduate Education, as well as the other committees of the Education and Training Board, to call upon the members of the Association for information and opinion.

#### SUBDOCTORAL EDUCATION

The Committee on Subdoctoral Education will be concerned with what has become one of the major issues in the education of psychologists. What kinds and levels of training should we plan for? Over the past five years, a number of committees, both APA and divisional, have studied the many problems of subdoctoral education, and several have engaged in extensive fact finding. There seems to be general recognition of the need for persons who are trained at subdoctoral levels, but no clear-cut agreement as to their appropriate job functions or the type of training they need.

This committee will face questions such as the following: Should graduate programs be organized for educating to the MA degree level without regard for specialization? Is there a common core of psychological content and method which should be included in all subdoctoral programs? Should further specialization be considered, so that subdoctoral programs could be planned in terms of more narrow job specialties based upon the results of job analyses?

Questions of a somewhat different nature can be added. Should the MA degree continue to be awarded, as is occasionally now the case, to students who attempt but fail to obtain the doctoral degree? Should certificates of proficiency be given in place of degrees at the subdoctoral level? Can training for technician-type work be achieved by combining one year of graduate work with a well-organized undergraduate major in order to circumvent otherwise lengthy preparation for jobs which have only mediocre salary possibilities?

Questions relating to the MA degree as a preliminary step to the PhD must also be considered. Should the MA degree be retained as preparation for a more advanced degree? If so, what should be the content of programs leading to such a degree? Can PhD-granting universities offer better doctoral programs if other institutions assume the burden of providing training to the MA level? If so, how can the two types of institutions best organize their programs in order to integrate the student's program and prevent excessive lengthening of graduate education when transfers from one school to another take place?

#### DOCTORAL EDUCATION

As the legatee of the former Committee on Training in Clinical Psychology, the Committee on Doctoral Education is to continue the evaluation of training in clinical psychology following procedures outlined in the *American Psychologist* of November, 1951. Its members will make evaluation visits to universities requesting them, and will make routine visits, probably at five-year intervals, to universities already evaluated.

In addition, the committee will examine the major issues in doctoral education in psychology in general and in the various special fields other than clinical. Among these issues is the question as to whether it is possible to devise a common core of subject matter for all doctoral programs, or whether each area such as clinical, industrial, social, experimental, etc., should have curricula which are largely different from one another.

Another issue has to do with doctoral research for students in the applied areas. To what extent does such research involve different problems and serve different training functions than is true for dissertation research on more familiar laboratory problems? Can guiding principles be found which will help to clarify the differences of opinion which

arise regarding the criteria for acceptable doctoral research in the applied areas?

The committee will also give special attention to doctoral training in such areas as social and industrial psychology, where the demand for well-trained psychologists exceeds the supply and where it appears the need will grow in the future. While no evaluation programs in these areas are now being considered, it is hoped that the committee will eventually develop a visiting advisory service for the assistance of such training institutions as are interested.

#### PRACTICUM TRAINING

Evaluation of practicum agencies in clinical psychology was considered for several years by the Committee on Training in Clinical Psychology. During the present year, the Committee on Practicum Training will limit itself largely to the assessment of seventeen practicum training agencies in the clinical area. The year's experience should serve as a pretest of evaluation procedures. Selection of the agencies to be visited was based upon consideration of time and expense as well as upon the desire to study a representative sample. The results of these exploratory evaluations will be communicated to both the agencies and the interested universities but will not be published.

Outside the field of psychology, programs which include field experience have been under way for some time. These may be found at both undergraduate and graduate levels and in professional schools. Although the need for practicum training in psychology has been most apparent in the clinical field, such training is gradually making its appearance in social psychology, school psychology, industrial psychology, and counseling and guidance. Is it desirable to extend field training in psychology to areas in which it is not now used? In the long run, the Committee on Practicum Training will be concerned with this general problem of how best to integrate the classroom work of the university with field training opportunities both inside and outside university walls.

#### THE TEACHING OF PSYCHOLOGY IN OTHER PROFESSIONAL SCHOOLS

Courses in psychology are being taught with increasing frequency outside of psychology departments. Very little is known about either the content or the number of such courses—except that

their variety is great. Courses are known to be offered to the following professions: nursing, engineering, medicine including psychiatry, education, business, home economics, theology, and social work.

The fact that psychologists are being called upon to teach in other professional schools raises significant questions. Should psychologists attempt to strengthen the trend already under way? Are there other professional fields to which we can contribute constructively? Can the APA be of assistance to those responsible for the quality and usefulness of courses being offered? Have we perhaps been neglecting certain areas of psychology which might well be developed in long-range planning in order to meet the needs of related fields?

During the current year, the work of the Committee on Psychology in Other Professional Schools will consist largely of gathering information about the character of courses now being offered, and about the problems of interprofessional relationships encountered. In view of the difficulties involved in gathering this material, the committee would appreciate help from anyone knowing of courses in progress. Such information should be sent to the Chairman, Dr. Ruth S. Tolman, 345 S. Michigan Avenue, Pasadena 5, California.

#### PERSONNEL OF THE BOARD AND ITS COMMITTEES

The Committee on Undergraduate Education has the following members: Claude E. Buxton, chairman, Wilbert J. McKeachie, Robert J. McLeod, Eleanor O. Miller, and Robert H. Knapp.

The members of the Committee on Subdoctoral Education are: David C. McClelland, chairman, Ralph F. Berdie, Lawrence E. Cole, Elizabeth Duffy, Fred McKinney, Milton A. Saffir, and George S. Speer.

Members of the Committee on Doctoral Education are: Bruce V. Moore, chairman, Donald K. Adams, Arthur L. Benton, Richard S. Crutchfield, Edward S. Bordin, Robert E. Harris, Edwin R. Henry, Saul Rosenzweig, Harold Schlosberg, Neil D. Warren, Delos D. Wickens, and C. Gilbert Wrenn.

The Committee on Practicum Training is as follows: Karl F. Heiser, chairman, Roy Brenner, George E. Gardner, Isabelle V. Kendig, and Donald E. Super.

Members of the Committee on Psychology in Other Professional Schools are: Ruth S. Tolman,



chairman, Roger M. Bellows, Mary Ford, Ivan N. Mensh, George A. Miller, Helen Nahm, Rutherford B. Porter, and E. Llewellyn Queener.

The Board itself is composed of the Chairmen of these committees together with the following members-at-large: Stuart W. Cook, chairman, E. Lowell Kelly, Lyle H. Lanier, Donald B. Lindsley, Clifford T. Morgan.

The executive officer of the Board is Victor C. Raimy.

#### COMMITTEE CHANGES RESULTING FROM CREATION OF THE EDUCATION AND TRAINING BOARD

As was pointed out earlier, certain changes in committee structure were brought about by creation of the new board. These changes are as follows: (1) The Committee on Training in Clinical Psychology has been discontinued and its responsibilities assigned in part to the Committee on Doctoral Education and in part to the Committee on Practicum Training. (2) The Committee on Training in Psychology Below the Doctoral Level has been discontinued; its responsibilities have been assigned to the new Committee on Subdoctoral Education. (3) The functions of the third committee to be discontinued, namely, the Committee on Standards of Training Psychologists, will be assumed in part by each of the Board's committees. Each committee, of course, will be concerned with standards in the training area for which it is responsible. (4) The Committee on Intraprofessional Relationships in Psychology, to be discontinued, dealt with problems which are to be handled in the future in part through the Board's Committees on Doctoral and Subdoctoral Education and in part as an aspect of its coordinating and integrative activities. (5) The Committee on Departments Offering Doctoral Training, while discontinued as an APA committee, has been reconstituted as the Conference of Departments Offering Doctoral Training in Psychology. The Committee on Doctoral Education will seek the assistance of the Conference on many of the problems it faces.

#### SOME GENERAL CONSIDERATIONS

A casual consideration of the current status of American psychology will suffice to make it clear that our educational programs are in a state of flux. As others have pointed out, this is a result of the rapid growth of psychology as a science and of its sudden expansion as a many-sided profession.

Until very recently, the education of the doctoral candidate in psychology consisted of an apprentice-like period of study and research, largely with one eminent professor. The transition from an educational program of such simplicity to the training programs with which we currently struggle has been so rapid and unplanned that the emergence of basic educational issues was inevitable. No single approach to these issues will suffice. Some of them may be most effectively attacked by encouraging more extensive experimentation with educational procedures. The solution to others may be found in disseminating widely those procedures which for the time being appear to be the most successful.

In studying these issues on behalf of the Association, the Education and Training Board is acutely aware of its need for help from other psychologists. As already indicated, such help will consist in part of information which can only be provided by those who participate in educational programs. In addition, however, it will be necessary to secure opinion and judgment on various matters. We hope to arrange for the latter through discussions between committee and Board members and their colleagues throughout the country. One occasion for such discussions will be the visits to be made to universities and practicum training agencies by committee members; another will be local, state, and regional meetings. However, independently of such group discussions, all APA members are urged to send comments and suggestions to the Board through its chairman. Suggestions bearing upon the Board's over-all orientation and the issues to which it should give priority would be particularly helpful at this time.

*Manuscript received November 18, 1951*



# THE INTERNSHIP IN CLINICAL PSYCHOLOGY: THREE ALTERNATIVE PLANS

AUSTIN FOSTER, ARTHUR L. BENTON, AND A. I. RABIN

In collaboration with  
APA Committee on Training in Clinical Psychology

IN its first report (1), the Committee on Training in Clinical Psychology recommended a period of field training, i.e., the so-called internship, as an integral part of graduate education in clinical psychology. The place and purpose of the internship have been further discussed in the report of the Boulder Conference (2) and again by CTCP in its recent statement on "Standards for practicum training in clinical psychology" (3). In these discussions there has been agreement upon the desirability of this type of experience; and there has also been a general consensus, reflected by common practice, that the internship should occupy the third or, possibly, fourth full year of the student's graduate career.

Satisfaction with this arrangement has not, however, been universal, and thoughtful exploration of other possibilities has continued to occur. Here described are two well-defined novel plans, along with a reaffirmation of the more conventional one.

Throughout its existence, the CTCP has encouraged intelligent variation and experimentation in clinical training. The following statements were prepared on invitation from the Committee and are here brought to the attention of the profession as a whole in the hope of stimulating further thought and considered exploration along these lines and of insuring ultimately the most effective and practical type of internship program and over-all clinical training.

Committee on Training in Clinical Psychology  
O. HOBART MOWRER, *Chairman*

## AN EXTENDED PREDOCTORAL INTERNSHIP

What is a clinical psychologist? The answer to this question largely determines the type and extent of training which the clinical student should receive. My viewpoint is easily stated: The clinical psychologist is both a professional person and a scientist equipped to further our understanding of the human personality.

All of the official statements of the APA and its committees emphasize the importance of the conceptual leadership of the psychologist, pointing out that the psychologist has the methodological training and research interest necessary to develop a scientific understanding of the personality and its deviations. The Committee on Training in Clinical Psychology has recently issued this statement:

The greatest need, in our opinion, is for more tested knowledge; e.g., knowledge of the dynamics of personality development and psychopathology, of the etiology and of effective preventive and treatment measures for all of the complex psychological disorders of the human being. Graduate departments of psychology are not primarily interested in devoting their efforts to the training of persons who will function solely in rendering psychological services. . . . *A new group is needed which can bring its theoretical knowledge and research methods to bear upon the clinical problems of our population and which can, at the same time, enrich our theoretical knowledge as a direct by-product of its actual experience in dealing with people's problems. Thus actual clinical experience is a necessary complement to the theoretical structure of clinical psychology* [italics added] (3, p. 595).

These are fine words, but they bear little relation to present practice; clinical training is rapidly crystallizing in a form entirely inadequate for the realization of this approach. The battle-cry has been "first a psychologist, second a clinician," but our present program seems designed to graduate a person neither a psychologist nor a clinician. An adequate program of training, if more than lip-service is to be paid to the goals outlined above, requires five full years of graduate education.

We are scientists, or claim to be, and all science begins with systematic observation. If personality is a proper concern of psychologists, and if our research training is to have meaning, we must have the fullest possible access to the data of personality. One does not maintain conceptual leadership in a vacuum. The present official practice in

clinical psychology is to leave intensive training in psychotherapy out of the curriculum, making it a postdoctoral study. This apparently assumes that only those clinicians who plan to practice professionally as therapists have any need for this experience. This is selling clinical psychology short as a science. At present, training in psychotherapy is incomparably our best way of coming to terms with the data of the personality, and such training is an essential part of the preparation of the clinical researcher, the theorist, and the psychodiagnostician, as well as the professional therapist.

From the beginning, the leaders in personality theory have largely been men with some exposure to psychotherapy. From the days of Prince, Hall, and MacDougall to the days of Shakow, Dollard, Mowrer, Rapaport, and many others, psychotherapeutic experience has served as a "window to the personality." It is no accident that a surprisingly high percentage of the leaders in clinical psychology have had some form of personal therapy. In the past, this training was extracurricular. Now, before clinical psychology becomes tradition bound, is the time to insist upon adequate training. There is nothing sacred about the present four-year curriculum. The training we must have is that which will equip our students properly as basic scientists and as clinicians. The alternative, I am afraid, is to produce a busy band of semi-professional technicians, parroting a language taken at second hand from the Freudian writers.

I think that it is essential that every clinical psychologist know psychology in its development and present state. His training should be just as rigorous and thorough as that of the student in general psychology. For the first two years, the clinical student should "major" in general psychology. Learning theory, history, systems, perception, statistics, experimental method—none of these is unimportant to the future clinician.

In addition, the student needs a firm understanding of contemporary formulations of psychodynamics and personality theory. This means more than the usual course or seminar; it means a thorough, critical understanding of *all* current attempts to understand the human personality.

This is a heavy course of study; however, it is no more demanding than the present curriculum design, which (officially) includes all of this and,

in addition, many courses in testing techniques and many hours of practicum work.

At this point I shall probably shock the directors of clinical training: I do not believe in the value of most of the specifically clinical training offered during the first two graduate years. Let the first two years be devoted primarily to the essential theoretical academic background. If the student learns to administer the Binet, Wechsler, and Rorschach tests, that is enough. So far as interpretation is concerned, it can be learned much more easily and more meaningfully after a thorough mastery of psychodynamics. The cart still belongs behind the horse.

After the two academic years, I would introduce the student into a drastically remodelled two-year internship. During the first few months, he would be primarily occupied with psychodiagnostic testing. This could only be a tutorial type of training, with not more than four or five students for each preceptor.

At the same time, the student would be introduced into *clinical* psychodynamics with himself as subject. On entering the internship, the student would begin a program of intensive personal therapy. (I do not think the professional affiliations of the therapist of primary importance; I do think freedom from dogmatic attitudes essential.) At this point, the rather glib and intellectualized formulations of the textbooks would acquire new meaning—meaning in terms of real behavior, real guilt, real anxiety.

After the student had achieved some competence in psychodiagnostics, and had passed through the early stages of his didactic therapy, I would introduce him to psychotherapy. He would not see many people, but he would see them intensively, under close supervision. He would, in brief, become a clinician, sensitive to the levels of human behavior and aware of the disconcerting complexity of real people.

By this time, I think we would have a wiser, but very dissatisfied student: dissatisfied with the formulations both of academic psychology and of clinical practice. And this is the "divine" dissatisfaction which produces motivation for the basic research we desperately need. After this, the student would have a final year to integrate his experiences and to complete his doctoral research.

I believe that his dissertation would be worth reading.

Is anything less than this adequate training? We have attracted to clinical psychology a considerable share of the country's bright young people. Is it ethical or desirable to commit them to the status of semiprofessional laboratory technicians, as our present program comes dangerously close to doing?

There are valid practical objections to such a program as this, but they are not insurmountable, and, indeed, seem trivial, compared with the advantages. The increased time and expense involved will ultimately be reflected in increased competence and productivity, which should lead to adequate financial rewards. At present, the cooperating universities lack teaching personnel well trained in psychodynamics, and few internship centers have available good training in psychotherapy, but this need not be so. If the psychological profession wants this kind of training, it can get it.

The emphasis on general and experimental psychology during the first two years has the added advantage of allowing the undecided student time to explore both the clinical and nonclinical fields thoroughly before committing himself to one or the other. The lengthier program should somewhat lessen the attraction of clinical psychology as "the place where the money is" and should serve to make reward more commensurate with the investment of time and energy throughout psychology. But all else aside, the basic question remains: "Is anything less than this adequate training?"

AUSTIN FOSTER,  
*University of Texas Medical School*

#### ANOTHER INTERNSHIP PLAN

The internship is generally accepted as an integral part of the practicum training of the clinical psychologist. It differs from pre-internship practicum training in several important respects. (1) Its full-time character implies both intensive and extensive clinical work, a type of experience hitherto lacking in the student's training. (2) It affords the first real opportunity for experience as a fully accepted working member of a clinical staff. (3) By its very nature, it is throughout a continuing experience in working with other pro-

fessional groups. (4) It provides an optimal milieu for the development in the intern of both a feeling of social usefulness and a sense of social responsibility. (5) It affords the student the opportunity of working under a new group of supervisors whose outlook may be radically different from that of his university supervisors.

It was with full acceptance of the idea that the internship is a necessary aspect of clinical training and with particular concern for safeguarding its unique values that the Iowa department last year made the decision to place the internship in the fourth, rather than the third, year of the graduate training program. This shift to the fourth-year internship also involved explicit acceptance of the idea that the internship would *not* be a requirement for the PhD degree. The decision, which has entailed considerable initial inconvenience to both students and staff members, was made on the basis of a number of considerations. These considerations varied somewhat in importance but all coalesced to build an impressive case for the change. The major factors were these:

*The question of personal maturity.* It was felt that the more mature the student, the better able he would be to take advantage of the opportunities for scientific, professional, and personal development afforded by the internship. The additional pre-internship year at the University works in favor of the development of this needed maturity. It is true, of course, that a year is not a great amount of time and that, in any event, time in itself cannot necessarily be expected to work wonders. It is, however, equally true that in the case of the *typical* graduate student an appreciable amount of personal growth does take place in a year's time and that in the case of some *atypical* students, a single year of graduate study may mean the transformation of the "boy" into the "man." Thus, in general, the fourth-year intern will be a somewhat more mature person, who can more fully exploit the unique values of the internship and be better equipped personally to function as a co-worker on a clinical staff. In this respect, another point of some importance is that the psychological intern will more often than not already have the doctor's degree.

*The question of pre-internship preparation.* The shifting of the internship to the fourth year has obvious advantages with respect to preparing the



student technically for his internship work. The necessity for crowding all the requisite technique courses in the first two years of graduate study is avoided. This is a problem which has plagued every first-rate department. At Iowa, the change to the fourth-year internship has made possible certain improvements in the clinical training program. An orderly and logical sequence of psychodiagnostic courses has been established. Psychodiagnostic work is not started until *after* the student has had the basic courses in measurement, personality theory, and experimental psychology. The introductory practicum in counseling has been extended to an entire academic year.

*The question of the dissertation.* Under the fourth-year internship plan, the dissertation is started in the third year. In the majority of cases, it is completed at the end of the third year or during the following summer session. If it is not completed, the student is at least well over the "hump" and can finish the analysis of data or writing during the internship year. This arrangement has the effect, first, of clarifying the dissertation issue with respect to the internship center. We do not believe that the internship center should be expected to provide time, case material, clerical assistance, and supervision for the doctoral dissertation. The topic of the pre-internship dissertation is not seriously restricted since, if it is deemed desirable, the student can do his research in the clinical facilities associated with the department. On the other hand, it will probably have the effect (salutary, we believe) of tending to place the dissertation topic in the area of personality theory rather than in the practical clinical area. Moreover, it insures that the student's first major research will be characterized by a fully adequate experimental design. In our experience this has not always been possible in the case of the internship dissertation, where sometimes the exigencies of the clinical service set-up have required unexpected compromise of the design if the investigation was to be carried to completion.

*The question of university-internship facility relationships.* The fourth-year internship facilitates a definition of these relationships. Clarification with respect to the problem of dissertation has already been mentioned. We hope to place our interns in facilities which have active research programs and will expect that the students' re-

search training will be continued by participation in such a program. In general, we envisage the internship center as providing a type of experience which the university (except insofar as it has its own affiliated internship facilities) cannot provide. With these values in mind, our judgment of an internship facility is a global one. It is either first-rate or it is not. We have no inclination to exert any official supervisory or consultative function with regard to the internship facilities to which our students go. This, of course, does not preclude a mutually advantageous and friendly "give-and-take" relationship between the two training centers.

*Questions of continuity of training, identification, and geography.* The fourth-year internship provides certain advantages in these respects which were lacking in the third-year internship. Geographic factors cease to be a problem since the student will not be returning to the university. Thus, the married student is free to go to the internship facility best fitted to his needs and is not tempted, because of personal factors, to take a local or near-by internship. When the student leaves for internship, he shifts his "allegiance," so to speak, and becomes a member of the staff of the clinical service facility, and is not merely a university student spending a year there. This matter of identification, which follows the medical internship pattern, seems to us to be of importance in the development of the professional psychologist. Continuity of training is facilitated by the fourth-year internship. With the current rapid development of postdoctoral residencies, the future pattern of clinical training is already fairly well outlined. The fourth-year intern will be able to step directly into a training appointment of greater responsibility or of specialized character if the opportunity arises.

*The question of risks and disadvantages.* One risk which has been mentioned in connection with the fourth-year internship plan is that in a "seller's market," as at present, the student will be tempted to take an unsupervised position rather than continue his training. This is a hazard, but we do not believe that it is as important as it is sometimes made out to be. The level of aspiration of the typical student in a first-rate school is too high to permit this to happen very often. The increasing importance of ABEPP also exerts a



controlling influence in this regard. Finally, students can be discouraged from taking this step by the simple expedient of refusing to recommend them for such positions. An alleged disadvantage of the plan is that one of the secondary objectives of the third-year internship, namely, the vicarious enrichment of the experience of the university staff via the returning intern, is lost. This is true. We shall miss the stimulus-value of our better post-internship students. However, we believe this to be a factor of little importance. A university clinical staff which depends for its continuing education upon returning interns is in a sad state indeed.

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#### THE CONVENTIONAL PLAN RECONSIDERED

There no longer seems to be any doubt that field training constitutes an important part of the education of the future clinical psychologist. There seems to be general agreement among psychologists that this practical aspect of training is important and indispensable to the development of a well-rounded applied psychologist in the clinical area. Only a few diehards still believe that the academic preparation suffices for the PhD. According to them, all other preparation will take place "on the job." They believe that any well-trained academician will be able to apply his knowledge successfully in any practical situation, be it industrial, military, or clinical. The vast majority of psychologists, however, will not subscribe to this view. They believe in the need of supervised experience in an actual working situation as a part of the psychologist's professional preparation.

The Boulder Conference (2) has recently defined and summarized the conditions and contents of a good internship program as an integral part of the training for the PhD degree in clinical psychology. The conference has emphasized that mere laboratory or even clerkship experiences are insufficient preparation for the student who, following graduation, becomes a staff member of a clinical facility. There is a need for the advanced graduate student (third or fourth year) in clinical psychology to obtain supervised experience in an actual clinical setting with real cases requiring psychodiagnosis and/or psychotherapy. This in-

ternship is to supply the student with intimate, intensive, and long-term contacts with clinical problems and to give him the opportunity for some independence and development of self-confidence in a service situation. It is also to facilitate the student's functioning with other professions and aid him in communicating his findings to his colleagues and others concerned.

The internship, moreover, can be an important factor in the development of the clinical psychologist as a scientist. It offers him the opportunity of getting acquainted with *human* "life problems" as distinguished from those frequently dealt with in the psychological laboratory. As a consequence, his research for the dissertation, following the internship, may be more *relevant* from the viewpoint of society than many a problem examined and investigated by psychologists. To be sure, he may be faced with difficult methodological problems in handling clinical data for research purposes. But this is all to the good, since contributions in this area are so badly needed.

Internship training is significant in the preparation for the three functions of the clinical psychologist: diagnosis, therapy, and research (2). Admittedly, it creates an ambivalence in the trainee—"Are we scientists or clinicians?" (4)—and precipitates within him a certain feeling of divided loyalties, to the training university on the one hand, and the clinic, on the other. This combination is, indeed, a difficult experiment. We have committed ourselves to this experiment in integrated professional and scientific training, and it is possible that the very combination of aims in the training of clinical psychologists attracts so many trainees to the field.

We are demanding of the student at least four years of graduate work including one year of internship. Thus, the number of years of preparation for the infant profession of clinical psychology exceeds that of older professions and equals some of them. As a matter of fact, the four-year period is a bare minimum. Many directors of clinical training programs emphasize the fact that most trainees are unable to finish all their work, including the internship and dissertation research, in the four years. It takes longer than that. In view of these facts, it appears rather unreasonable that the student in clinical psychology be burdened with more than one year of internship. An in-

crease of internship time would prolong the period of the student's economic and psychological dependence, would clog the few available good internship facilities for long periods of time, and would make the program even more formidable than it is. Even such professions as medicine do not require more than one year of internship for their practitioners. To be sure, we may recommend *residencies* for specialization in clinical psychology, *after* graduation; but beyond one year's internship, the trainee may reach a point of diminishing returns and experience considerable dissatisfaction with his subsidiary status.

At the same time, it is quite essential that the internship be served *before* the student obtains his doctorate. The PhD degree of a clinical training program should be an indication, not only of academic achievement, but of a degree of competence in the application of clinical psychological techniques as well. If the degree is granted before the internship is served, such competence in the performance of clinical functions upon the part of the fresh clinical psychologist cannot be assumed. There is also the danger that once the student obtains his degree, he may not wish to receive *supervised* experience in a clinical setting and may proceed with clinical work in an independent or semi-independent manner. Such a procedure may result in no little harm to the profession as a whole. Nowadays young PhD's in clinical psychology are placed in responsible supervisory and administrative positions. It would be a great temptation for the graduate without the internship experience to proceed with the fulfillment of such functions, for which he had no practical preparation. Moreover, lack of experience in interprofessional relationships and in the application of professional ethics may be further cause for alarm in the event such graduates are left to their own devices after the degree is granted.

Another point, alluded to above, must be re-emphasized. It has to do with the quality and content of the research for the doctoral dissertation. If the internship is served in the third year of graduate training, as is the common practice at the present time, the student may be able to make use of his accumulated clinical experience in the selection of a problem. He may be able to use the internship station for the collection of data and obtain the assistance of his supervisors in the

formulation of his problem and its design (5). He has the opportunity to do *relevant* research in the field of human psychology. If the internship is postponed until after the research is done and the degree is granted, much can be lost researchwise. The student, with meagre clerkship experience, if any, is not in a position to select a clinically relevant problem for his research. He may continue, like many of his predecessors in the field, with "piddling," irrelevant academic problems in the tradition of psychological research sterility. With the internship, the research may become reality based and clinically relevant.

It is widely admitted that the methods of selecting students for clinical training are imperfect and inadequate. We have little to go by except for some standardized tests, which presumably predict academic success, and the undergraduate academic record itself. We have little information as to what makes a good clinician and how such potentialities in a student may be detected. Occasionally, students themselves do not discover their real adequacy and potential as clinicians until they have actually "come to grips" with clinical problems in the internship situation. Students who experience difficulties in the clinical setting have an opportunity, to some extent, to change and redirect the course of their academic program and research in areas in which they feel more comfortable. They are thus given an opportunity for "reality testing" which is avoided when the internship is postponed till much later, after graduation.

Clinical psychology is a growing and developing profession. Its boundaries are not set and many persons who teach in the field do not have a great deal of experience in it, nor do many continue with *current experience* in the clinical area. The return of students from internships, from the "firing lines," so to speak, and from interdisciplinary contacts may have a refreshing and rejuvenating effect on many a faculty member with beginning "sclerosis." There is a definite salutary effect to be derived from such a relationship.

Unlike medicine, clinical psychology is not fully crystallized and the clinical training programs at the universities, unlike the medical schools, are not merely in the business of supplying a stable profession with practitioners. The clinical training programs have a dual responsibility. On the one hand, they must supply a growing profession

with competent persons. In other words, the universities must recognize and fulfill a demand for services and be realistic about it. Unfortunately, some schools, even on the "approved list," show a cultural lag and refuse to give their trainees experience and competence in techniques (e.g., projective) which they deem unscientific, thus remaining heedless to the practices and demands of the existing facilities which utilize the trainees' services. On the other hand, the clinical training programs have a sort of mission to formulate and mould the profession and not merely to accede to certain service demands. Only by keeping in close touch with the clinical realities through students serving internships and returning for further instruction and research, can there be a healthy exchange of ideas and reciprocal relationship fulfilling the dual function.

Training in clinical psychology cannot remain an ivory tower activity unaware of the world's realities. Yet, a part can also be taken in shaping

those realities. A great deal can be lost by divorcing the academy from the clinic, the training program from internship, theory from practice.

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# A SURVEY OF GRADUATE SCHOOL OPINION REGARDING PROFESSIONAL TRAINING BELOW THE DOCTORATE LEVEL

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AT the request of the APA Committee on Professional Training below the Doctoral Level,<sup>1</sup> the author undertook to canvass all graduate psychology departments with respect to their practices and attitudes toward nondoctoral professional training. A questionnaire was prepared and mailed in December 1950 to 144 departments listed on the addressograph file of the APA office. Within a month prompt and cordial replies were received from 80 departments; a second solicitation secured response from 44 more departments, bringing the total to 122 or 84 per cent of the original list. No selective factor is apparent in the list of nonrespondents.

Recognizing divergent trends in professional training, the questionnaire was divided into two parts, each of which followed the same outline of questions. The first section focused upon elective specialization at the master's level; the second sought information upon more rigidly structured curricula leading to specialized graduate degrees other than the MA, MS, or PhD. Regrettably, this duplication of questions caused some confusion.

One fundamental concern of the committee centered in the number of the recipients of these nondoctoral psychological degrees. To avoid undue clerical effort, and yet to be sure that our data held current significance, we requested the number of such degrees granted in the five-year period 1945 through 1949. There were reported 3,133 degrees of the MA or MS type, and 689 degrees of the specialized curriculum type. This combined total of 3,822 degrees below the doctoral level is, notwithstanding, less than the more complete *three* year total of 3,971 such degrees reported in the January 1951 *American Psychologist* by Helen Wolfle in her survey of "Graduate Training Facilities in Psychology 1951-52." Both sets of sta-

tistics reemphasize the problem of the nondoctoral "psychologist" as it bears upon the American Psychological Association. On the one side, there is indicated the extent of the educational machinery now committed to training at this level; on the other, there is suggested a considerable bank of potential technical assistants, or of possible competitors for available positions. In contrast, Wolfle reported the completion of only 638 doctorate degrees within the three-year period.

A second concern of the committee dealt with the proportion of graduate study time devoted to core classwork as contrasted with training in specific techniques. The question as phrased in the questionnaire proved to be ambiguous: "Hours of specialized technical subjects" was interpreted too frequently to include all graduate courses in psychology as elected in completing the master's degree. The question was clearer in the context of the specialized degrees: there the modal reply indicated that about half of the required time was spent in technical training. However, internships or practicums were reported by only 16 institutions.

A third concern of the committee focused upon the types of specialization available within the graduate curricula of the degree granting institutions. The results of this inquiry are summarized in Table 1.

A fourth concern of the committee was directed toward the fields of occupational placement available to persons with subdoctoral training. Each respondent was requested to name two or more occupational areas in which persons with this level of training might expect to find employment. The 263 job areas named in the replies have been consolidated into 31 classifications, as shown in Table 2, with frequencies of mention given by geographical area. Supplementary comments suggest that while most respondents are aware of some placement possibilities at the master's level, and while a few institutions have structured curricula prepar-

<sup>1</sup> E. S. Bordin, L. D. Hartson, C. E. Jurgensen, H. P. Longstaff, Wilson McTeer, S. L. Pressey, G. S. Speer, chairman, L. N. Yepsen.



ing for specified technological roles, still considerable uncertainty persists regarding the continuance of this occupational market.

The questionnaire concluded with a request for comments. Ninety-six of the 124 respondents gave expression to some phase or phases of their attitudes concerning training at this level. The various commentators dealt with many facets of the problem, but with no over-all sequential organization. The two major topics discussed were: (1) Professional placement opportunities of the person with subdoctoral training as compared with the PhD or EdD in psychology. (2) The mode of professional training for the subdoctoral specialists as compared with that for doctoral candidates. In the following summary, supplemented by significant quotations, opinions on these and subsidiary questions are presented and their agreements and disagreements are brought into juxtaposition.

#### *Professional placement opportunities*

*Present and future placement market.* Wayne Dennis, University of Pittsburgh, states: "We feel that while some people without PhD's are currently employed in psychology, this fact represents a transitional phase in our profession. People currently without the PhD degree are limited in the extent to which they can advance professionally. We feel that persons without the ability to earn a PhD should not be called psychologists, and that those engaged in psychological work who have the ability to do so should complete the doctorate." Similar comments were offered by Heinz Werner, Clark University, and H. L. Baker, Kansas State College. A contrasting view is presented by Adelbert Ford, Lehigh University: "... The shortage of psychologists at the PhD level is now so acute that a large number of jobs will be filled with individuals who have something less than the doctoral training... and many quite reputable colleges are filling junior instructorships with such men on the basis of an evaluation of postgraduate credits beyond the MA." Similar statements with more emphasis upon probable future need were offered by J. G. Keegan, S.J., Fordham University; Gertha Williams, College of Education, Wayne University; F. T. Perkins, Claremont College; W. S. Dysinger, MacMurray College; G. M. Peterson, University of New Mexico; W. A. Hunt, Northwestern University; and H. B. Reed, Fort Hays Kansas State College.

*Limitations of subdoctoral specialists.* Gertrude P. Driscoll, Area of Psychological Services in the Department of Guidance, Teachers College, Columbia University, reports that: "... The faculty decision (1947) to abolish the terminal MA degree was based upon the following rationale: (1) Any diagnostic instrument used by a psychologist is only as valid as the clinical judgment of the psychologist using the instrument. (2) Sound clinical judgment is developed only through (a) thorough understand-

TABLE 1

*Areas of concentration of specialized course work*

"Elective" Masters	
Concentration available	Frequency reported
Clinical*	76
Educational*	50
Personnel*	48
Counseling*	57
Industrial*	47
Experimental	25
Psychometrics	13
Social Psychology	9
General	7
Child and Adolescent	4
Comparative	3
Physiological	2
Personality and Social	2

Also mentioned once each were:

Learning	Genetic
Speech Correction	Remedial Reading
Pub. Sch. Exmnr.	Exp. Psychopathology
Predict. Clinical	Marriage Counseling
Student Personnel	Opinion Polling
Human Engineering	Advertising

Required Curriculum Degrees	
Concentration available	Frequency reported
Clinical	20
Personnel	10
Industrial	5
Measurement	4
School Psychologist	4
Guidance	6
Educational	5
Social	2

Also mentioned once each were:

Speech Correction
Speech Pathology
Counseling
Vocational Counseling

\* Starred items were listed on the reply sheet available for checking.

ing of theories of personality adjustment and learning, (b) experience under supervision with a wide variety of cases ranging from the individual who functions in a relatively normal manner to the true psychotic, (c) experience in using diagnostic procedures, (d) opportunity for the student psychologists to develop ability to make sound clinical judgment based upon data secured from many sources. (3) An inadequately trained psychologist presents a source of danger to individuals, to communities and to the profession."

F. C. Sumner, Howard University, states: "My opinion is that professional training below the doctoral level should

TABLE 2  
*Subdoctoral jobs and frequency of mention by geographical areas*  
 (+ indicates specialized curriculum available)

Type of Job	East	Midwest	South	Mtn.	West	Total	Area Total
Clinical	7 +1	8 +4	9 +4	3 +1	5 +1	43	
Mental hospital		1	2	1	1	5	
Clin. technician	1	1	1			3	
Social agencies				1		1	52
Psychometricians	12	8	3	2 +1	1 +1	28	
Statisticians	1	1				2	30
Industrial	11 +1	8	7 +4	1	3	35	
Personnel	4 +1	12 +4	4 +2	2 +1	1 +1	32	
Tester in industry		1				1	
Employment agency		1				1	69
Guidance	2	3 +2	+1	3	1	12	
Counseling	5 +1	6 +2	6 +1	2 +1	5 +1	30	
Vocational counselor		1				1	43
Educational	1	4	+1	3 +2		11	
School counselor		2				2	
School psychologist	1	5	1		4 +2	13	
Special classes	3		1			4	
Remedial reading	1 +1					2	
Educational director		2				2	34
Teaching	+1					1	
College teaching	6		1			7	
Junior college		4	3			7	
"High school and College"				1	1	2	17
Government							
Research Assistant	5 +1					6	
Experimental	4					4	
Veterans service	1					1	
Military rsch. tech.	+1	1				2	
Civil Service		1	1			2	15
Applied experimental	1				1	2	2
Advertising		1				1	1
Social psychology		2				2	2
Physiological				1		1	1
Total of job names mentioned							263

not be attempted: such training to the Master's level is usually founded on a scanty knowledge of general psychology mostly of undergraduate level; it is attractive to students of the weakest intellectual caliber; it prepares for low level, dead-end jobs in the profession; it appeals strongly to the savior-complex in adolescent minds. I believe the Master's degree work should lay a solid foundation in tools and knowledges such as will enable the post-Master student to specialize in any direction he likes. I belong to the extreme school which believes that professional training (clinical, etc.) should be done in medical schools." Similar opinions with less explicit phrasing were expressed by Elsa E. Robinson, New York University; K. F. Muenzinger, University of Colorado; A. A. Schneiders, University of Detroit; and H. H. Anderson, Michigan State College.

*Occasional defendants of MA practitioner.* M. K. Walsh, University of South Carolina, observes: "It goes without saying that there are many well-equipped practicing clinical psychologists who do not have a doctorate, though

many of them have at least one year beyond the Master's. While this does not in any sense justify the lowering of standards for psychologists, I think it might not be too far fetched to point out that there are numerous physicians practicing psychiatry who fall very, very far short of the accepted standards of training in this field." M. E. Bonney, North Texas State College, and Nicholas Hobbs, Louisiana State University, make similar comparisons for subdoctoral persons doing counseling work in the schools.

*Economic factors.* (a) Present salaries in certain regions do not warrant PhD preparation. C. W. Mann, Tulane University, gives explicit statement to this as follows: "For some time to come there will be a demand in the deep South for persons trained to the Master's level in psychology. Few state jobs (in the South) call for PhD, and few states are willing at present to pay PhD salaries." S. C. Erickson, Vanderbilt University, and Nicholas Hobbs, Louisiana State University, support this position.

(b) Present salaries in certain job categories do not

justify PhD training. Q. F. Curtis, West Virginia University, points out that: "... There is a limited demand for these persons (clinical masters) in State Mental Hygiene Clinics. At the salaries offered, or in prospect, better trained persons cannot be had. I do not personally object to professional training below the doctoral level, corresponding to that given the social worker, medical technician, etc. Our staff is divided on the point, however, and we have not offered a specialized MA as yet." N. H. Kelley, University of Louisville, commented in a similar vein; as did D. A. Worcester, University of Nebraska, regarding school psychologists in Nebraska.

(c) Subdoctoral training is adequate for certain job classifications. F. T. Perkins, Claremont College, comments: "Although in some respects it would seem desirable to have training at the PhD level for a much larger number of positions than is true at present, it is our opinion that many positions requiring psychology training will continue to exist at the MA level. This is especially true in California in clinical jobs with the public schools. The school psychologist is defined at the MA level. . . ." N. D. Warren, University of Southern California, confirms this statement as it applies to California.

H. L. Baker, Kansas State College, lists in addition "... psychometrists in college guidance bureaus or in state civil service positions; and persons qualified to enter business or industry by some competence such as accounting, salesmanship, or secretaryship and through that avenue enter into personnel work." Elsa E. Robinson, New York University, mentions "certain levels in industrial and personnel psychology; possibly, too, in social psychology." H. H. Anderson, Michigan State College, feels that his MA's in *industrial psychology* are meeting their responsibilities satisfactorily.

A. I. Gates, Department of Psychological Foundations of Education, Teachers College, Columbia University, comments that "a goodly proportion of students who take a Master's degree in educational psychology later specialize in some phase of psychological work, such as vocational counseling, deans of men or women, supervisors of classes for exceptional children, teachers in nursery schools, kindergartens, or even upper grades and high schools. A certain number also become specialists in remedial reading. . . ." H. V. Cobb, University of South Dakota, and Ray C. Hankman, University of Maryland, mention several of these areas; and R. A. Brotemarkle, University of Pennsylvania, adds "speech correction teachers."

*Sex related factor, without regard to area of specialization.* W. S. Dysinger, MacMurray College, states: "MacMurray College is an institution for women, and most of our graduate students are women. Few of them are interested originally in so extensive a period of preparation as the PhD in Clinical Psychology requires. So long as reasonable placement opportunities are open to those with the MA degree, a number of highly competent young women are interested in work to the Master's level. The most competent of this group begin to consider more advanced work as their study progresses. Those who do not plan an early marriage are likely to give this possibility serious consideration." Robert J. Havighurst, Committee on Hu-

man Development, Social Science Division, University of Chicago, expresses a similar point of view.

*Job analyses.* H. B. McFadden, University of Wyoming, W. C. H. Prentice, Swarthmore College, and A. C. Anderson, Ohio University, in general agree with the departmental view expressed by D. A. Grant, University of Wisconsin: "... It was felt that detailed job analyses should be carried out to see what is actually going on before the problems, if they exist, could be assessed." J. G. Miller, University of Chicago, gives a more emphatic statement: "It is my personal opinion, and I believe it is also the opinion of the majority of the Department that there is a greater need at the moment to find whether our psychological techniques are valid than to train large numbers of service workers to carry them out. I believe we should make a careful job analysis of the requirements for psychological service workers below the doctoral level before we undertake such professional programs. Eventually I believe such programs will be needed." In this context, D. A. Grant, University of Wisconsin, gives expression to a personal opinion that amounts almost to "educational" heresy: "... there is a great deal to be done in all areas of psychology by students trained at the BA and MA levels. Within some limits, the individual is almost as important as the training!"

*Status within the psychological profession for the non-PhD.* R. M. Elliott, University of Minnesota, states: "We earnestly hope that no moves of the APA will be on the supposition that the jobs for which we are training MA's are unimportant or likely either to disappear or to attract PhD's in the foreseeable future." W. A. Bousfield, University of Connecticut, and D. A. Worcester, Teachers College, University of Nebraska, likewise urged that holders of the MA should continue to be recognized as essential to the profession.

#### *Subdoctoral professional training contrasted with doctoral research preparation*

A pronounced difference of attitude was present in the comments from established doctoral research training departments as contrasted with those which came from the smaller or newer graduate departments which are committed to serve a given student clientele, or which have limited staff with few facilities.

*Comments from doctoral research training departments.* Carl I. Hovland, Yale University, gives a moderate statement of specialization on the PhD: "It is our opinion that greater efficiency of instruction would be obtained if institutions with facilities for offering PhD's concentrated on these and other excellent institutions not so equipped concentrated on Master's training." Similar positions are taken by E. B. Newman and G. W. Allport, Harvard University; Heinz Werner, Clark University; T. A. Ryan, Cornell University; C. C. Pratt, Princeton University; B. von Haller Gilmer, Carnegie Institute of Technology; C. T. Morgan, Johns Hopkins University; J. G. Miller, University of Chicago; W. A. Hunt, Northwestern Uni-



versity; Paul R. Farnsworth, Stanford University; M. A. Wenger, University of California at Los Angeles; and Neil D. Warren, University of Southern California.

Within this group, the MA, when offered, is variously defined—but not as a specialized preparation:

(a) At least two departments have *discontinued* the MA degree altogether. J. G. Miller, Department of Psychology, University of Chicago, reports that the degree was discontinued by that department in 1948. Gertrude P. Driscoll, Area of Psychological Services in the Department of Guidance, Teachers College, Columbia University, reports discontinuance of the MA in 1947 on the grounds stated above.

(b) Several departments look upon the MA as a *turn-away by-product* of the PhD program, aptly described by D. G. Ellson, Indiana University, as a "terminal consolation prize for those who cannot satisfy PhD requirements." A similar attitude is suggested in the comments of E. B. Newman and G. W. Allport, Harvard University; T. A. Ryan, Cornell University; G. R. Wendt, University of Rochester; and, with less explicitness, in the replies from other major doctoral degree institutions. C. S. Hall, Western Reserve University, opposes this use of the MA degree. "... Nor do we feel that we should offer the MA as a consolation prize for students who can't make the grade to the doctorate."

(c) Other departments regard the MA as a *customary step toward the PhD*, or perhaps as an assessment before encouragement to continue to the PhD. C. S. Pratt, Princeton University, states: "... As a rule we ... accept only those students who expect to remain in the department for three or four years. ... The degree has no special requirements. If the student passes successfully the preliminary examinations for the PhD degree, he is entitled by that accomplishment alone to the MA degree. ..." C. T. Morgan describes a somewhat similar plan at Johns Hopkins University; A. L. Baldwin, University of Kansas, states a departmental uncertainty as to whether the MA should be required or omitted by PhD candidates. The assessment emphasis is stressed by D. G. Ellson, Indiana University: "As a trial requirement: A student whose research ability is in question but who satisfies other academic requirements for the PhD is required to complete an MA thesis so that his work can be evaluated." R. J. Havighurst, Committee on Human Development, Social Science Division, University of Chicago, favors a general nonspecialized MA degree in Human Development in part because "it permits screening of people so that only the better ones may be encouraged to go on for the PhD." R. A. Brotemarkle, University of Pennsylvania, regards the MA as "basically an assessment level for the doctorate."

*Comments and questions from departments which offer terminal master's programs.* (a) What specialized sequences should be offered? A preceding portion of this paper has reviewed some of the uncertainties felt by many departments who would be willing to develop terminal MA programs if they felt that they could thereby serve their community to a better advantage. We have also reviewed the specialized areas in which certain departments have satisfactorily ventured; and Table 2 summarizes the job areas named as available for this level of training.

(b) How should Master's candidates be selected? H. V. Cobb, University of South Dakota, states the problem in this way: "It is our experience that two types of students (and consequently, training programs) need to be clearly distinguished at the Master's level: (a) Those capable of work beyond the undergraduate degree, but not of PhD caliber, for whom the Master's training should be terminal. ... (b) Those capable of going on to the PhD, in which case training at the Master's level should emphasize experimental methods, psychological theory, and courses prerequisite to the specialty of the prospective doctoral training." J. G. Keegan, S.J., Fordham University, recognizes this distinction as the basis for development of further specialized course work at the MA level. Others specify the undergraduate preparation considered essential for acceptance into a graduate program without distinguishing between the terminal MA candidate and the postgraduate oriented to the predoctoral program. W. S. Dysinger, MacMurray College, as quoted above suggests that young married women may be more likely candidates for a terminal MA than for a doctoral degree.

(c) What ratio of "core" and of "skill training" should be maintained? G. M. Haslerud, University of New Hampshire, states the dilemma: "How to give general enough training to provide for further growth after the MA and yet provide time for the acquisition of specific skills in testing, interviewing, etc.?" C. H. Smeltzer, Temple University, gives his view briefly: "It should be broad and not too specialized." H. E. Garrett, Columbia College, Columbia University, is in general agreement with this statement.

Adelbert Ford, Lehigh University, emphasizes a core program but allows time for specialization: "... Every MA should be interested in psychology first, and a specialist afterward or there 'will be no health in him.' We require a minimum of 10 semester hours of 'foundation psychology' on a Master's program of 30, and an undergraduate minimum of 21 semester hours on the transcript." W. A. Owens, Iowa State College, gives a similar statement; and F. T. Perkins, Claremont College, restates the dilemma in terms of "putting sufficient technical training in an MA program."

C. E. Skinner, School of Education, New York University, states an ideal—and a "reality" of the large urban university: "Departmentally, we think of the MA degree as being a specialized degree in the field of psychology but not, generally, in a highly specialized area. The emphasis is on theory, foundations, basic principles, rather than on any sub-area. We want ... a good psychologist, rather than the kind of 'specialist' who 'knows more and more about less and less.' We do not always succeed in turning out the kind of product that we believe in as we have day students and night students, part-time students and full-time students, students who really want to become honest and scholarly psychologists and students who want a few credits so that they can become (often against our protests) some kind of analyst, private practitioner, or tester for some testing outfit."

N. H. Kelley, University of Louisville, gave a thorough analysis together with one department's proposed solution:



"(1) Social institutions have needs for psychologically trained personnel. There will not be enough PhD's to meet these needs for a long time. Further, to begin, many of these institutions and agencies will not be able to afford PhD's for the type of work they will initially ask of psychologists. (2) PhD professional psychologists will need subdoctoral people as assistants and for technical services both in institutions and in private practice. (3) No student should be permitted to go out into professional fields with one year of training. He should be given the basic training, not only in specialized skills, but also in general, experimental, and psychodynamics, in order to have sufficient basic competence to win the respect of other psychologists and the public. . . . Following the above conclusions, we decided to restrict our general MA degree to only those students who plan to go on for the PhD at another university and who, we judge, have a chance to be admitted. . . . We then planned a new degree: Master of Psychology. This is a two-year program, with registration for four semesters. Its purpose is to give adequate training to produce qualified technicians for technical and service functions in areas of applied psychology. . . ."

(d) How may the "terminal master's" be deterred from going on to a PhD program? John L. Kennedy, Tufts College, reviews the interesting experience of his department: "The government research laboratories in 'human engineering' are continually calling for able people at the MS level. Our greatest problem has been to find people who would be willing to terminate their graduate training at this level. Out of the eight we have trained for this type of job, only one is now working on contract research—the others either went on for the PhD at another institution (four out of eight) or are working in other fields." A. G. Bills, University of Cincinnati, expresses the problem more briefly: "It is difficult to get very good people who are willing to stop at this level."

Even though few would wish to enforce the implications of the above question, a note of caution is suggested for departments inclined toward specialization. The holder of the MA degree should be able to salvage a sizable portion of his graduate effort should he later be accepted into doctoral candidacy.

(e) What trends are indicated? J. G. Keegan, S.J., Fordham University, predicts possible expansion of specialized training at Fordham: "In the light of these con-

siderations (some students seek only the MA because of limited financial means or because they estimate that as their peak of probable achievement, and some candidates for the PhD have to be turned away at the MA level) and in view of the fact that positions are available for persons who do not possess the PhD, we have in this department discussed the possibility of revising our MA program to meet some of the specific demands for greater specialization at that level."

E. E. Cureton, University of Tennessee, reports on the contrary that: "We have moved away from the specialized MA in psychology and toward a degree based mainly on work in advanced general psychology, statistics, and experimental psychology."

M. R. Schneck, University of Arizona, is planning upon expanded training in psychological techniques for the near future. A. C. Anderson, Ohio University, expresses a concern of the smaller universities: ". . . Smaller institutions, such as ours, . . . experience difficulty in adding a multiplicity of courses designed for special professional training. . . . I question whether such institutions . . . should move rapidly in the direction of a high degree of professional training at the MA level."

Were it possible to compare the data of this questionnaire with similar data of ten years ago, there is little doubt that technical training at the MA level has expanded tremendously within the decade. The "technical master" and training to the technical master's level are likely to be part of our psychological profession for many years to come. The real question becomes that of the Association's attitude toward people with this level of trained specialization. Are we going to find a way to keep these people identified with the profession and therefore subject to our ethics and professional discipline? Or, are we to let them slip off into fragmented "specialty societies" to devise their own codes and ethics independently of those now being structured by the American Psychological Association?

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# THE PROBLEM OF TEACHING INTERNSHIPS<sup>1</sup>

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THERE has been an increasing interest in the problem of teaching at the college level. Nearly every trade or profession except college teaching has at least some form of supervised apprenticeship. This paper is concerned with this problem: Should we formulate a systematic program of practice teaching for degree candidates? If it is agreed that some such program should be devised, what form should it take?

Answers to these questions must be in the realm of opinion since research on the problem appears to be nonexistent. In such a case, "expert" opinion is desirable. The most logical source of such opinions on this problem was the already over-worked chairmen of PhD departments. Accordingly, a questionnaire was sent to 58 PhD department chairmen and 50 replies were received. This paper essentially represents a summary of these opinions.

First, is such a program necessary? In response to this question, 14 chairmen felt a training program for their candidates was necessary, 31 chairmen felt it would be helpful, and a minority of 4 felt that such a program would be unnecessary. To put the problem in more concrete terms, the chairmen were asked what proportion of their graduates seemed adequate teachers at the time of graduation. In addition to the interesting fact that most of the chairmen were not at all sure as to how many were or were not adequate teachers, those who were willing to make estimates (38 of the 50) indicated that an average of 40 per cent could be considered *inadequate* teachers on graduation from their departments. They further indicated, in response to another question, that many individuals whom they hired for their departments were inadequate teachers. Finally, from the candidates' point of view, it was indicated by 65 per cent of the

chairmen that teaching experience and capacity entered in as a major or partial criterion for hiring new personnel.

These opinions indicate a need for some program of teacher training. One of the most frequently suggested programs is that of practice teaching. How may such a program be formulated? Again, the department chairmen served as the basic source for answers to this question.

There was general agreement that such programs should start and remain at the predoctoral level. In response to the question of whether they were in favor of pre- or post-doctoral programs of teacher training, 43 were in favor of predoctoral programs, only 3 showed interest in postdoctoral programs. Four were resistant to either type of program.

## A TEACHING INTERNSHIP PROGRAM

On the basis of the comments received from the department chairmen the following suggestions for the organization of a teaching training program are offered:

1. Assign supervision of teacher training to one staff member. Where possible, arrangements should be made for reduction of at least one class from his "load." Supervisor would direct the general program of training, maintain records on all trainees, supervise the classroom work of the trainees, and direct any teaching seminar for the trainees.

2. Determine which candidates anticipate full- or part-time teaching positions. At this point, some selection and possible reorientation of those who seem poor material for teaching should be made. Admissibly, with our limited knowledge of the predictors and requirements of a "good teacher," screening at this point must be rather crude. Nevertheless, even this crude screening does not seem to have been attempted.

3. Clearly state that the teaching ability of these candidates will be a criterion of proficiency. Such an explicit statement would aid in orienting the student toward directed effort in the area. It is recognized that the use of this criterion will vary

<sup>1</sup> This paper was presented in essence at the APA symposium of the Division of Teaching Psychology at the 1949 meetings. It was developed as a part of the activity of the Subcommittee on Teaching Internships of that Division. The author was chairman of this subcommittee. Arthur Irion, Tulane University, and Benjamin McKeever, University of Washington, were committee members.

in departments and with individuals. Some departments may wish to use it as a criterion for a teaching PhD, others merely as part of their job recommendations. Some students may, of course, counterbalance inadequacies in this area with other skills, and the weight given teaching must be flexible.

4. Utilize students (with or without stipends) in introductory sections, introductory discussion sections, experimental laboratories, and statistical laboratories. At a minimum, the students may be utilized in lecturing to regular staff courses. The latter situations suffer from their lack of similarity to the more typical classroom. These positions should be systematically rotated to cover as many types of courses as possible and to give the opportunity to as many graduate students as possible.

5. Systematically evaluate these job activities and maintain a record of these evaluations. Obviously, these ratings could be done both in the lecture room and on the basis of classroom presentation. Such records would be extremely useful for future job placement and highly valuable to the employer.

6. Use conferences and seminars in teaching for specific corrective action. The use of other departmental facilities, such as the speech department and education department, may be considered.

7. In instances where training does not seem effective reorient the student to some nonteaching job. As noted above our criteria are crude but we should not avoid the obvious.

The outlined program seems flexible enough and yet systematic enough to meet the major criticisms which are frequently leveled at such training programs. A few of the typical criticisms may be considered in relation to the suggested program. It has been stated that teaching the student to be a psychologist, and not a teacher, is the more important of the purposes of graduate training in psychology. It is felt that the suggested program may be integrated readily with existent academic programs and not interfere with them. Secondly, it has been suggested that education courses (semi-

nars in teaching methods, etc.) are typically "useless," "nontransferable," etc. The program outlined may be instituted independently of such courses and certainly on-the-job training has seldom if ever been criticized as "useless" or "nontransferable." It has further been pointed out that such a program may harm undergraduate training. This is a matter for research, but there is no evidence at the present to indicate that utilizing graduate students in a supervised manner in an introductory course has had such an effect. It has been noted that such programs involving evaluation and supervision may have an adverse effect on the morale of graduate students themselves. It may be argued cogently and conversely that better training programs would improve the morale of graduate students. A final argument has been that this is the job of education departments, not the job of psychology. Such an attitude seems exemplified by an ostrich sticking his head in the sand and hoping the problem will become tired and go away. What usually happens, is that someone comes along and plucks the ostrich's tail feathers. Teacher-training programs are a problem which must be faced. Either we formulate these programs on the basis of our own needs and understandings or they will be formulated for us by education departments or compromising academic committees.

The program suggested is, of course, little more than the cataloguing of the obvious, or a systematization of the apparent. It is far from the demands among the militant pursuers of the teaching problem who would ask for required internships, rigid selection programs and, as a goal, licensing of teachers. Perhaps, after further research, we may know the effects and limits of training and the criteria of selection and evaluation. Until that time this program probably would be effective in sensitizing ourselves and our students to the problem of teaching. It should aid in producing more adequate teachers in the present framework of our departments.

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# A PRACTICE TEACHING PROGRAM FOR MA CANDIDATES IN PSYCHOLOGY

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IN many junior colleges, colleges, and universities, courses in psychology are taught by persons having only the MA degree, with no formal courses in teaching methods, educational philosophy, or educational psychology. This paper describes briefly a limited practice teaching course which we have introduced into our MA program in psychology at Bowling Green State University, and gives the reactions and recommendations of the students who have been affected by the course.

In introducing any new course, a major problem is that of the reaction of the administration. Fortunately, we did not run into any interdepartmental difficulties. The director of the graduate school was favorably disposed, and no opposition or expressed fear of usurpation of duties was advanced by any department or college in the university. However, the administration in general was not receptive to the suggested seminar. The chief objection was that, since Bowling Green does not offer the PhD degree, our graduate students did not need such a course. However, I pointed out that many college teachers of psychology do not have the PhD, and have never had any formal training in the teaching of psychology, or, indeed, in teaching anything. On our own staff at the time there were several such persons. When this was brought out, I was given permission to draft a proposal for a practice teaching seminar.

A new difficulty appeared when our curriculum committee noted that our MA candidates were already required to take a heavy course load. The committee was unwilling to make the proposed seminar a required course, and they felt that if it were made an elective course it would not be elected by enough students to warrant its inclusion in our catalog of course offerings. In view of this opinion, they would not approve a practice teaching seminar as a full-credit course, nor would they count it as part of the staff teaching load.

Despite this decision, which meant that our teaching loads would be considerably increased, we decided to go ahead. We already had in the catalog a repeatable graduate seminar, which ordi-

narily offered advanced study in such areas as learning, motivation, etc. It seemed reasonable to include professional preparation for teaching as one of the advanced areas justifiably covered in this seminar, although we could not devote the entire time of the seminar to it. Taking some of the seminar class periods for the lectures and discussions involved in a practice teaching program meant that the addition to our work loads would consist mainly of the supervisory aspects of the program.

The problem of who would be required to undertake practice teaching was resolved as reasonably as we could manage. We decided that all our graduate students in psychology would be required to teach except those who already had signed non-teaching contracts, as, for example, one student who had worked at the Lima State Hospital, and who intended to return to his job upon completion of his MA work.

The first time the teaching seminar was offered, in 1948-49, eighteen hours of class time were taken from the second semester of the regular seminar. The first six, three-hour meetings were taken for the lectures and discussions, with the thought that if these were conducted before actual teaching was done, the students would be better prepared for their teaching. The lectures and discussions followed very closely, in content, the summary given by Buxton in the May 1950 *American Psychologist*.

About the fourth week of the semester, the students began to prepare their teaching units, with the help of the professors who were to supervise their teaching. Each student was required to present three one-hour lectures, prepare and administer a test over his material, grade the test, and re-teach from the test. The regular professor was in attendance during the student's teaching, and as supervisor I attended the second or third lecture of each student. Wire recordings were made during class presentations. These recordings and observations provided the basis for individual consultation and later class discussion.

While the reactions of the students to this arrangement were, in general, favorable, some im-

provements were suggested. The main recommendation was that the time of preparation and teaching be spread over more of the semester. The next year, consequently, I spread the six lecture and discussion meetings of the teaching group over the first two-thirds of the second semester, with the students beginning their preparation for teaching almost immediately after the semester began. They were permitted to choose any topic included in the introductory course, their work being due whenever the professor to whom they were assigned came to their chosen topic in his own organization of his course. There was one good feature of this arrangement: since there was little duplication of topics chosen, the students did their teaching at various times during the semester. Thus, class members who had not yet done their teaching benefitted from class discussion of the work of those who had taught. Again, wire recordings were made of some of the lectures.

Student reaction was even more enthusiastic this time. Our students appreciated the opportunity to see teaching "from the other side." They learned a great deal about inter-faculty and student-faculty relationships. They approved the guidance given in preparing and presenting their lessons, and especially the many-sided views on these matters provided from the varied experiences of senior staff members. The teaching situation, with the reassuring presence of the supervising professor, helped to overcome anxieties about teaching, helped in self-expression under challenging circumstances, and contributed to the ability to think under the pressure of questioning from the classes. The students realized as never before the crucial fact that making concise, coherent, and accurate explanations depends in large part upon the preparation of the teacher.

Some good suggestions were made for improving the course. If all these suggestions could be carried out, it is likely that an almost ideal course would result. The students thought they should be given an opportunity to speak as lecturers to their associates before going into the introductory psychology classroom. Such warm-up periods, it was felt, would relieve some initially intense errors, eliminate some faulty methods and mannerisms, and improve understanding of subject matter.

The program was much too short, said our students. They wanted to teach more than one unit,

or to teach their prepared units to more than one class. They thought that association with several professors in the practice teaching situation would be more beneficial than association with only one. It was strongly felt that a full-time seminar should be devoted to this enterprise. More consideration of educational philosophy and educational psychology was wanted, with preparing papers, conducting seminar discussions, and free discussions with senior staff members in these areas mentioned as desirable. It was suggested that several different textbooks be used, one for each of several introductory classes, to give seminar students familiarity with, and practice teaching from, as many introductory texts as possible. In one or two cases, students thought they were not smoothly introduced to their classes, so that the problem of establishing contact with the class was unnecessarily difficult.

In general, along with the clinic and the laboratory, our students consider our practice teaching program of great significance in their professional preparation. It is of interest to note that graduate students majoring in related fields, such as sociology, have voluntarily taken part in our seminar and have expressed appreciation of its value for their own future interests.

In the three years during which we have carried on this program, there has been adverse class reaction to only one practice teacher. It is the opinion of the senior staff that this person does not have the necessary characteristics for becoming a good teacher. In all other classes, the reaction was all that could be desired. Voluntary evaluations of the practice teacher's work, written out and handed in by the students who were taught by him, have been most helpful and in every case have been fair.

Two years ago we gave an instructorship to one of the graduate students who underwent our practice teaching program and received his MA degree; last year we filled two vacancies in this way, and this year, one. These jobs are given with the understanding that they are for one year only of supervised on-the-job experience, with the students holding them to go on to their doctoral study after the year is up. This internship has become a regular feature of our practice teaching program, contingent upon our continuing to discover capable teachers among our graduate students.

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# PSYCHOLOGISTS IN TEACHER TRAINING INSTITUTIONS<sup>1</sup>

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AT its annual meeting in Denver in 1949 the Division of Educational Psychology of the American Psychological Association established a committee to investigate the present situation with regard to educational psychology in teacher training institutions. The committee decided that a direct inquiry addressed to teacher training institutions was necessary to secure the desired information. Accordingly, a letter was sent to the executive heads of all professional schools of education listed in *The College Blue Book*<sup>3</sup> asking them to supply information about all psychologists on their staffs to include (1) name, (2) last degree earned, (3) institution granting the degree, (4) date of the degree, (5) official staff title, (6) names of courses taught, (7) other responsibilities as a psychologist.

For the purposes of the inquiry a psychologist was defined as a person (1) who is employed as a psychologist, (2) who uses the title of psychologist

in his work and (3) who majored in psychology in his graduate work. The intention was to include all psychologists who give instruction in educational psychology, child psychology, educational measurement and statistics, mental hygiene, clinical and guidance procedures, remedial techniques in school subjects, as well as those psychologists who are engaged in personnel or research work or who serve the institution as psychologists in any other capacity.

Altogether, letters were addressed to 387 institutions. Usable replies were received and tabulated for 339 institutions, a return of 87.6 per cent. Those not responding include institutions engaged in specialized types of teacher preparation, small private or sectarian institutions, and one or two large institutions. Most of the institutions in the two former groups probably do not have psychologists on their staffs and do not offer formal courses in psychology. It is believed that the returns represent virtually a complete survey of institutions engaged regularly in teacher training in this country.

The returns were divided according to the type of institution: state teachers colleges, departments of education in universities and colleges, Negro teacher training institutions, sectarian institutions, and private institutions. In those instances, where an institution might be both Negro, sectarian, and private, or any combination of these, they were listed in the first group in the order named. Finally, a miscellaneous group of 30 institutions consisted of those whose classification was doubtful or for whom the size of the faculty was not available. This miscellaneous group consisted of some large institutions as well as some small ones.

It must be admitted that in spite of the precision which the appearance of numbers appears to give,

<sup>1</sup> This paper is one of a series of studies undertaken by a committee of the Division of Educational Psychology to investigate the present situation with regard to educational psychology in teacher training institutions, and the study was undertaken with the aid of funds provided by Division 15.

<sup>2</sup> The committee of the Division of Educational Psychology consists of Horrocks, Noll, and Symonds, chairman. Symonds was personally responsible for directing the survey and for writing the report but the report is submitted as approved by the entire committee. Klausner was responsible for checking the membership status in the APA of the individuals reported in the survey. Appreciation is expressed to Gordon M. Becker for his preliminary tabulation of the data.

<sup>3</sup> Huber W. Hutt. *The College Blue Book*. Published by Christian E. Burckel, Yonkers-on-Hudson, New York. Sixth Edition, 1950. This list was considered most satisfactory for the purposes of this inquiry on the score of completeness and up-to-dateness.



there are many irregularities in the returns that force us to recognize that this survey gives only a rough approximation to the actual situation. Some of the returns list only regular teaching faculty members; others include, in addition, officers of administration who are psychologists but not teaching and employees in clinics and institutes; and in some cases long lists of graduate assistants with teaching or clinic responsibilities were supplied, and, since these fall under the definition of psychologist as stated in the original letter, they have been included in the tabulation.

The committee did not take into consideration the possibility that psychology courses might be taught by persons who are not psychologists. Unfortunately, this appears to be a very widespread practice. In many institutions, courses in educational psychology and child psychology as well as other branches of psychology are being taught by individuals whose training has been primarily in education. Undoubtedly, they have had courses in psychology in their training and have read books on psychology since their training and have persuaded the administrations of their institutions that they are competent to teach courses in psychology. In a few instances, names of persons teaching psychology but not trained as psychologists have been indicated on the returns and in the tabulations. But in the larger number of instances, the names of persons teaching psychology courses to education students who do not meet any of the three criteria stated above were not included in the returns. This study, therefore, does not include facts about all those who are teaching psychology in teacher training institutions.

Another source of confusion concerned the relation of education and psychology departments in universities. In general, it was our policy to include only psychologists on the staffs of the teacher training institutions. In the case of some universities this decision was simple and clear-cut as students in the department of education seldom register for courses in the department of psychology. But in many other universities, the situation is more confused. Departments of education often depend on the psychology department to provide courses for education students. In each instance, the respondent was instructed that, for the purposes of this study, he should list the names of members of the department of psychology who offer courses that are taken in large numbers by

TABLE 1

*Degrees held by psychologists in teacher training institutions*

Degree	Universities	State Teachers Colleges	Private	Sectarian	Negro	Miscellaneous	Total
PhD	482	215	18	69	4	113	901
EdD	40	74	7	6	0	14	141
MA	134	189	29	65	17	52	486
MS	42	22	0	5	1	11	81
EdM	14	22	10	3	2	7	58
BA	19	7	1	7	0	2	36
BS	7	4	4	1	0	10	26
BEd	1	1	0	0	0	0	2
Misc.	13	9	2	7	1	4	36
Total	572	543	71	163	25	213	1767

the students of the School of Education. At the other extreme, there are some situations in which all psychology offerings in the university are given in a department which is administered within the School of Education. All members of such departments have been included in the tabulation although some of them offer courses not regularly taken by education students.

Since the letters of inquiry were addressed to the administrative head of the institution and he, in turn, sent the letters to the dean of the school of education or to the head of the psychology department there is some lack of uniformity in the way in which the blanks were filled out. It is possible that in some states where the state university is scattered in a number of centers, as in California, or where extension work is done in a number of cities, as in Illinois, several names may have been omitted.

#### DEGREES HELD BY PSYCHOLOGISTS IN TEACHER TRAINING INSTITUTIONS

Table 1 gives facts with regard to degrees held by 1,767 psychologists in teacher training institutions. It may be noted that the doctor's degree is becoming an accepted requirement for employment as "psychologist" in a teacher training institution. In universities, the doctorate is held by 69 per cent of the psychologists employed, in state teachers colleges by 53 per cent, in private institutions by 35 per cent, in sectarian institutions by 46 per cent, and in Negro institutions by 16 per cent. In all institutions combined 94.3 per cent hold degrees above the bachelor's degree, which indicates that with surprisingly few exceptions graduate study

and a degree are requisites for employment as a psychologist.

An analysis of the dates of receipt of the degree has shown that 25 per cent of the doctor's degrees and 32 per cent of the master's degrees for which dates are available were granted within the past five years, indicating the staffs teaching psychology are young. A relatively large number of old-timers, holders of the doctor's degree before 1930, are still active, however.

#### TYPE OF APPOINTMENT AND DUTIES

In some institutions, there are individuals with appointments in both education and psychology. There is one state university in which no member of the School of Education has a degree in psychology, and oddly enough there are some members of the staff of teacher training institutions with degrees in psychology who are not teaching psychology. For instance, there is in a state university a psychologist who, as professor of industrial education, is teaching, among other courses, wood pattern making, wood turning, and design and construction of furniture. In another institution, student counseling, guidance, and testing are taught by a man who took his PhD in religious education with a minor in psychology. In one state university there are no psychologists in the School of Education and Nursing but members of the education faculty give courses in psychology in the psychology department. On the other hand, in many instances, psychologists who have had no background or training in education and no experience in teaching below the college level are teaching educational psychology.

Two hundred and forty-two psychologists, reported in this study, usually in addition to their teaching duties, hold various administrative posts. Some of these administrative responsibilities are concerned with psychology—administrative head of the department, director of the psychological clinic, counseling service, the VA program, and other special clinics. Altogether 51 were listed as having administrative responsibility for a clinic. But psychologists are also called upon to assume more general administrative duties including the responsibilities of a dean or being placed in charge of field work, the summer session, the placement bureau, the teacher training program and the like.

Apart from these administrative posts, there are a considerable number (359) who are rendering

psychological service of one sort or another including student counseling, testing and other guidance activities or who are engaged in recognized research activities for which part of their time has been set aside. And there are other duties less closely related to psychology which have been noted. Supervision of graduate research was specifically mentioned in 82 cases and probably there are those who may engage in or supervise research who did not list these activities.

It is the belief of the committee that the number of psychologists who have duties of a psychological nature other than teaching is far too small. As one peruses the returns, he is struck with the large number of institutions in which teaching is the only recognized responsibility of the psychologists on the staff. Certainly the contact of students with psychology in these situations must be extremely academic and bookish—the learning of theory which has only remote relation to practice. For instruction in psychology to be vital, an instructor should also have the opportunity to apply psychology in a practical way in his institution either by testing and counseling, by engaging in research, or by participating in clinical activities. Unless such enterprises are going on on the campus, psychology to the students will seem to be only another academic subject with little relation to the actual work of teaching, the schools, and education.

Table 2 provides a tabulation of the frequency with which courses are offered in different types of institutions. There was a considerable amount of arbitrariness in making the decisions with regard to tabulation. In general, a course was not tabulated under a given heading unless its title was precisely as given. Any variation of the title was tabulated under a miscellaneous heading. For this reason, the totals for any given course are an understatement. For instance, a total of 313 courses of child psychology have been tallied. But other courses, similar in nature but with some variation in the exact wording of the title, have been tallied under growth and development and child psychology (miscellaneous) lower in the table. To get the correct perspective with regard to courses on tests and measurements, one should refer to courses specifically labeled tests and measurements, educational tests and measurements, mental testing, and also the miscellaneous group of testing courses.

General psychology and educational psychology

TABLE 2

*Courses in psychology offered in teacher training institutions*

Course	Universities	State T. C.	Priv.	Sect.	Negro	Uncl.	Total
General	163	173	15	33	9	63	456
Educational	169	174	10	47	13	39	452
Child	99	143	16	30	5	20	313
Adolescence	51	87	3	19	7	14	181
Mental Hygiene	52	79	6	23	2	15	177
Guidance	42	34	2	9	2	21	110
Tests and Measurements	24	47	1	17	4	14	104
Abnormal	45	33	1	11	0	14	107
Clinical	53	15	0	18	2	16	104
Social	39	38	1	6	1	11	96
Personality	44	19	4	5	1	18	91
Counseling	49	16	1	3	0	15	84
Experimental	41	13	0	13	1	11	79
Applied	22	29	0	8	2	15	76
Statistics	38	10	0	10	0	14	72
Learning	42	18	2	4	0	6	72
Elementary Psych.	34	19	1	9	1	4	68
Growth and Develop't.	34	16	5	2	0	1	58
Adv. Ed'l. Psych.	36	5	0	3	1	9	54
Personnel	32	9	0	3	0	9	53
Ed'l. Tests and Msrm'ts.	27	22	2	1	0	1	53
Remedial Reading	21	20	1	2	1	4	49
Adjustment	17	16	2	4	0	4	43
Mental Testing	21	11	2	0	1	3	38
Research	31	3	1	0	0	1	36
Ed'l. Research	24	1	0	0	0	1	26
Ed'l. Statistics	14	6	0	2	1	0	23
Adv. Statistics	21	0	0	0	0	0	21
Individual Diff.	13	2	0	1	0	3	19
(Subtotal)	1,298	1,058	76	283	54	346	3,115
Education	118	88	10	22	0	17	255
General Psych. (Misc.)	127	38	8	26	3	35	237
Testing (Misc.)	119	36	5	16	0	27	203
Child (Misc.)	64	60	8	10	0	6	148
Research (Misc.)	58	22	9	11	0	14	114
Guidance (Misc.)	64	21	2	20	0	4	111
Clinical (Misc.)	71	9	4	2	0	0	86
Miscellaneous	28	21	6	3	0	20	78
Applied (Misc.)	41	13	3	7	0	10	74
Reading	37	11	1	1	0	2	52
Special Psych.	25	7	1	5	1	11	50
Speech	16	1	0	0	0	5	22
Group Dynamics	12	0	1	0	0	1	14
Teaching Psych.	2	0	0	0	0	1	3
	2,080	1,385	134	406	58	499	4,562

practically tie for first place in the number of courses given. However, one should also note in addition elementary psychology and the larger group of miscellaneous courses in general psychology, on the one hand, and advanced educational psychology on

the other. Apparently, it is the general practice to offer a course in general psychology as preparation and prerequisite for courses in educational psychology in spite of the fact that there is a large per cent of overlapping in the content of these two



courses. For example, one currently used text in general psychology has chapters on "The Problem of Development," "Emotion," "Motivation," "Learning," "Perception," "Thinking," "Reasoning," "Intelligence," and "Personality," all topics which would be found to constitute the principal topics discussed in a text on educational psychology.

There are all sorts of variations in practice. Apparently, there are some teacher training institutions which offer no psychology courses whatever to education students. But, in general, psychology is taught in most teacher training institutions. One college reports that "general psychology is really a term of general and educational psychology to meet the needs of students going into teaching." In one state university, all education students must take general psychology from a professor of psychology before they can take educational psychology from a professor of education.

The comparison of the frequency with which courses are given in universities and state teacher colleges reflects the different emphasis in these two types of teacher preparation. The state teacher colleges more frequently offer courses in child psychology, adolescent psychology, mental hygiene, tests and measurements, all of which apparently have been considered desirable in teacher preparation and probably are incorporated in a number of certification requirements. On the other hand, universities offer more specialized courses in abnormal and clinical psychology and in counseling; and courses in personality, experimental psychology, psychology of learning, mental testing, growth and development, and personnel psychology also are given more often by universities. Universities provide many more courses in statistics and methods of research, and advanced courses in educational psychology and statistics also appear almost exclusively in the university list.

The reader will undoubtedly make his own observations from the tabulation of courses. The committee can only point out certain trends which seemed to them particularly striking. Mental Hygiene has achieved an important place in the instruction in psychology and this is a healthy sign. One should link with this, courses in personality and the psychology of adjustment. On the other hand, one may question the justification for the course in abnormal psychology in the preparation of teachers. The inclusion of this course un-

doubtedly points to the interest in pathological mental processes and further information in mental pathology can be justified from the point of view of general education, but its application to the problems of teaching would seem to be a little remote. The recent rise in interest in the clinical applications of psychology is testified by the relatively high position of courses in guidance, clinical psychology, counseling. This is, on the whole, a healthy development and should help teachers to understand more intimately the nature of problems of adjustment and development. However, the value of these courses again can be questioned when they go too far in placing emphasis on problems of diagnosis and treatment of pathological conditions.

Perhaps there is somewhat more justification for the courses in social psychology particularly if they emphasize education's responsibility with regard to social processes and social change and if they throw light on interpersonal relationships in the classroom.

Probably the testing expert will regret the fact that courses in tests and measurements do not stand higher on the list. Certainly the problem of evaluation is important for every teacher and, unfortunately, in many centers of teacher training it receives scant attention. On the other hand, there is no doubt that in many centers the theory of testing has been developed and elaborated beyond the point where it has functional value in the preparation of a teacher, and survives because fetishistic value has been attached to it.

Similar comments could be made about the courses in statistics and research. Statistics apparently serves two main functions: (1) it is a tool for the handling and interpretation of the meaning in mass test results; (2) it serves as a tool in interpreting the results of research and experimental investigation. There are some who probably feel that courses in statistics and research play too small a role in the training of teachers; but there are others who would see them as receiving too great an emphasis even in the modest role that they play. No one would deny the need for training research workers in education and in training some teachers to approach their work in the spirit of research and investigation. On the other hand, it should be recognized that the majority of teachers are employed and expected to

teach and that they cannot be expected to have the inclination or time to undertake research.

The modest picture given to courses in the psychology of learning is probably in part explained by the fact that learning constitutes the major topic taken up in courses in educational psychology. Certainly, an understanding of the principles of learning should be for the teacher what the principles of mechanics and physics would be for the engineer. It is significant that courses in statistics come ahead of courses in learning.

It should be noted, too, that these psychologists also teach many courses in education just as many educators teach courses in psychology.

#### MEMBERSHIP STATUS IN THE AMERICAN PSYCHOLOGICAL ASSOCIATION

The 1950 Directory of the American Psychological Association was consulted in order to determine how many of these 1,767 psychologists were members. The class of membership was noted, and tabulations were made of membership according to degree held and title of the position. The divisions in the APA to which members belong were also noted and tabulated.

Table 3 presents the membership status in terms of degree held. Of most importance is the fact that 1,031 of the 1,767 individuals, or 58.9 per cent, were not members of the APA. This seems incredible inasmuch as those who were included in this study were either (1) employed as psychologists, (2) used the title of psychologist in their work, or (3) majored in psychology in their graduate work. One would expect to find the proportion of membership higher with those who hold the

TABLE 3

*Membership and non-membership in the APA  
according to degree held*

Degree Held	APA Members	Non-APA Members
PhD	542	339
EdD	39	113
MA	97	387
MS	14	59
EdM	10	49
BA	2	38
BS	2	17
BE	1	1
Other	8	24
Not given	31	4
Total	736	1031

TABLE 4

*APA divisional membership*

Division	Number of Members	Per Cent of Total Membership of the Division
General	71	13.8%
Teaching	28	14.5%
Experimental	58	11.2%
Eval. and Meas.	65	15.9%
Child. and Adol.	55	16.6%
Pers. and Social	53	9.4%
SPSSI	57	11.7%
Esthetics	6	9.8%
Clin. and Abn.	114	9.9%
Consulting	18	9.8%
Ind. and Bus.	22	7.6%
Educational	107	26.5%
School	29	11.4%
Couns. and Guid.	85	13.9%
Publ. Service	7	6.1%
Military	28	14.6%
Mat. and Old Age	23	16.7%
	826	

higher degrees but actually of the 881 holders of the PhD degree, 339 or 38.5 per cent were not members of the APA. Of the 736 psychologists who were APA members, 518 were Associates, 215 were Fellows, and 3 were Life Members.

Table 4 presents data on divisional membership. The distribution of membership according to division raises many questions. There are more who are members of the Division of Clinical and Abnormal Psychology than of the Division of Educational Psychology, and the number who are members of the Division of Counseling and Guidance Psychologists approaches those who are members of the Division of Educational Psychology. Apparently, the APA in general and the Division of Educational Psychology in particular do not serve the needs of these persons in any important way.

When these figures are looked at with respect to the total membership of the divisions, the per cent seems more reasonable—Division of Educational Psychology 26.5 per cent, Counseling and Guidance 13.9 per cent, and Clinical and Abnormal 9.9 per cent. On this basis, psychologists in teacher training institutions comprise 15.9 per cent of the membership in the Division of Childhood and Adolescence, 13.8 per cent of the Division of General Psychology and 14.5 per cent of the Division of the Teaching of Psychology. The small number and percentage who are members of the Division

of School Psychologists is hard to understand. The 14.6 per cent who are members of the Division of Military Psychology may represent a continuing loyalty to and contact with the service experience which provided the first important work contact with psychology. The relatively high percentage who are members of the Division of Maturity and Old Age (tying the membership percentage in the Division of Childhood and Adolescence) points to the interest in the problem of maturity among educators.

#### SUMMARY

1. The situation with regard to the teaching of psychology in teacher training institutions can best be described as confused. Many courses in psychology are being given by persons who were not trained as psychologists. It is the conviction of the committee that this situation should be reviewed and only those who have received major training in psychology should be permitted to teach psychology.
2. Practically all psychologists in teacher training institutions have had graduate training in psychology.
3. A large proportion of psychologists employed in teacher training institutions hold doctor's degrees.
4. There seems to be little distinction between psychologists who have the title of professor of psychology and those who have the title of professor of education.
5. Most psychologists in teacher training institutions have no other responsibility than to teach. A few psychologists are employed in clinical and counseling positions. There are many who have other duties in addition to teaching including administrative responsibility both in psychology and more generally in the institution and in giving service in testing, counseling, and guidance in clinics and service bureaus. It is the belief of the committee that the teaching of psychology would be enriched if this practice could be extended.
6. General psychology seems to be rather generally taught as a prerequisite to taking courses in educational psychology. This long established practice has recently been subject to inspection and criticism.
7. Membership status in the APA of psychologists in teacher training institutions points to a woeful lack of professional interest in the national organization and/or to the fact that the APA does not contribute to the needs of these individuals. It may also point to the possibility that many are employed to teach and practice psychology in teacher training institutions who are not professionally trained and qualified for this work.

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# TEACHING OF PSYCHOLOGY IN HIGH SCHOOLS<sup>1</sup>

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THERE has seemed to be an increasing interest in the teaching of psychology at the secondary school level, but a review of the literature indicates that there has been no recent survey of what is being done in this field. The purpose of the present report is to bring up to date a general survey of the extent to which and the conditions under which psychology is taught as a separate subject in high schools in the United States. In addition, an attempt has been made to secure some measure of teacher and pupil evaluation of the subject.

## PROCEDURE

In the summer of 1950 a letter was sent to each State Superintendent of Public Instruction asking for the name of the individual on his staff who would be best qualified to answer a questionnaire on the teaching of psychology in high schools. Questionnaires were sent to the state officials named by the 41 superintendents who replied. For the states from which no reply was received, the questionnaire was sent to the superintendent himself.

After various follow-up letters, questionnaires were returned by 47 states. Repeated attempts failed to bring a response from Idaho, but finally a response for that state was received from a principal known to be teaching psychology in his high school.

After data were collected and material organized, a report was sent to the state officials with a request for them to make any corrections or desired changes before publication of the report. All such changes are included in the present report.

Each state official was asked to furnish a list of high schools which taught courses in psychology. Returns were incomplete, but a mailing list of 453 addresses was obtained. In the spring of 1951 a questionnaire concerning training and teaching experience was sent to teachers in each of these

schools. Also, teachers were asked to evaluate the course in psychology.

In addition, teachers were asked to administer a rating scale and questionnaire to pupils in their psychology classes. Pupils were asked to evaluate psychology in terms of objectives of secondary education, and to indicate what they considered to be the most desirable length for such a course.

## STATES IN WHICH PSYCHOLOGY IS TAUGHT

As is indicated below, psychology is taught as a separate subject of instruction in the high schools of 34 states. Following the name of each state there is indicated the per cent of high schools in that state offering courses in psychology. Figures in parentheses are approximate or the expression of opinion. At the end of the list there are given the states in which the official was unable to give either the exact or approximate number of high schools in his state which offer courses in psychology.

Kentucky	(25.0)	Montana	6.1
Arkansas	(25.0)	California	(6.1)
New Hampshire	23.9	Massachusetts	4.3
Oklahoma	16.2	Minnesota	(4.3)
North Dakota	15.5	New Mexico	(4.1)
Kansas	14.1	Florida	2.5
Iowa	(11.8)	New Jersey	2.0
Maryland	11.7	Ohio	(2.0)
Nevada	11.4	Illinois	(1.6)
South Carolina	11.3	Utah	1.3
Washington	(10.9)	Virginia	(1.0)
Missouri	(10.1)	North Carolina	0.4
Vermont	10.0	Idaho	—
Colorado	(7.9)	Indiana	—
Nebraska	(7.4)	Michigan	—
Maine	7.3	New York	—
West Virginia	6.8	Texas	—

The number of high schools teaching psychology ranges from one in Utah to approximately 150 in Kentucky. In the 29 states for which definite or approximate figures are available, 1,082 high schools offer courses in psychology. This is 8.4 per cent of the total of 12,939 high schools reported by officials in these states.

The official for Nebraska indicated that the number of schools offering psychology will be increasing

<sup>1</sup> This survey has been made as part of the work of the Committee on the Teaching of Social Psychology, Society for the Psychological Study of Social Issues. Victor H. Noll of Michigan State College assisted in the survey.

because the State Department is pointing out the desirability of semester courses in health, both mental and physical. In 1949 Texas approved psychology as a subject to meet the requirements for graduation from accredited schools. The New Hampshire State Department of Education reports that it has a committee which is working toward the development of material stressing the mental hygiene approach.

The official who answered the questionnaire for Connecticut stated that Connecticut should be listed as a state in which psychology is not taught as a separate subject. However, he did call attention to the fact that the Housatonic Valley Regional High School (Falls Village) offers a course called "Contemporary Problems." This course is required of all seniors. The time from September to the end of February is devoted to psychology, with the remainder of the year being devoted to sociology.

Psychology is taught as a separate subject of instruction in one high school in Alaska. It is not taught in Washington, D. C., the Canal Zone, or Puerto Rico. Repeated attempts failed to bring a response from Hawaii.

A more detailed report of this survey is made elsewhere (6).

#### SIZES OF HIGH SCHOOLS IN WHICH PSYCHOLOGY IS TAUGHT

In order to learn something further about where psychology is taught, the questionnaire included the question, "As a rule, is psychology offered mostly in small schools, mostly in large schools, proportionally the same in schools regardless of size?"

In 13 states psychology is taught proportionally the same in schools regardless of size. Definite or approximate figures available for 11 of these states indicate a total of 648 high schools teaching psychology. In 17 states psychology is usually taught in the larger high schools. Definite or approximate figures available for 15 of these states indicate a total of 297 high schools teaching psychology. In only three states, with a total of 137 high schools teaching psychology, is the subject usually taught in small schools.

#### THE COURSE IN PSYCHOLOGY

In all states in which it is taught, psychology is offered as an elective.

Of 31 states indicating a more or less definite pattern, one state (Massachusetts) usually offers psychology in the ninth and tenth grades, three states usually offer it in the eleventh grade, 12 in the twelfth grade, and 15 in the eleventh and twelfth grades combined.

In the part of the present survey in which a questionnaire was sent to 453 teachers, 147 usable replies were received from teachers in 26 states. Of this number, 1.4 per cent indicated that they taught psychology in the tenth and eleventh grades combined, 17.2 per cent in the eleventh grade, 19.3 per cent in the eleventh and twelfth grades combined, and 62.1 per cent in the twelfth grade.

Of 30 states indicating the number of semesters devoted to the study of psychology, 17 usually devote one semester, ten usually devote two semesters, and three devote either one or two semesters.

The questionnaire to teachers indicated that 64.8 per cent offer a one-semester course, 34.5 per cent offer a two-semester course, and 0.7 per cent offer a four-semester course. When asked to indicate the number of semesters which they believed should be devoted to a course in psychology, 24.8 per cent of the teachers expressed the opinion that the course should be one semester in length, 68.3 per cent indicated two semesters, 0.7 per cent three semesters, and 6.2 per cent four semesters.

Ninety-seven teachers in 24 states administered a rating scale and questionnaire to 2,783 pupils in their classes in psychology. Of 2,680 pupils indicating the number of semesters which they believed should be devoted to psychology, 12.9 per cent expressed the opinion that the course should be one semester in length, 57.2 per cent indicated two semesters, 5.3 per cent three semesters, 21.4 per cent four semesters, and 3.2 per cent more than four semesters. Pupils in two-semester courses favored more time being devoted to psychology than did pupils in one-semester courses.

Both teachers ( $N = 103$ ) and pupils ( $N = 2,783$ ) evaluated the course in psychology in terms of ten objectives of secondary education. A five-point rating scale was used. It ranged from five points for "Has made the greatest contribution of any subject I have studied in high school" to one point for "Has made the least contribution of any subject I have studied in high school." For teachers the mean rating on the ten objectives was 3.52; for pupils the mean rating was 3.43. Teachers and pupils were agreed that psychology contributes

most to the "Co-operation" and "Family Life" objectives, the mean ratings by teachers being 4.36 and 4.27 respectively, the mean ratings by pupils being 4.14 and 4.22 respectively. Teachers and pupils were agreed that psychology contributes least to the "Appreciation of Beauty" and "Consumer Problems" objectives, the mean ratings by teachers being 2.75 and 2.74 respectively, the mean ratings by pupils being 2.48 and 2.59 respectively. For the ten objectives, pupils in one-semester courses had a mean rating of 3.38, pupils in two-semester courses had a mean rating of 3.49. The significance ratio for the difference between one-semester pupils ( $N = 1,587$ ) and two-semester pupils ( $N = 1,196$ ) is 8.15.

A more detailed report of the survey of teacher and pupil attitudes toward psychology is reported elsewhere (7).

*Credit for the course in psychology.* Officials in 25 states indicated that credit for a course in psychology is usually granted in the field of social science, although some indicated that credit might be granted as an elective without necessarily being classified as social science. In addition, five states (Nebraska, New Jersey, New York, North Carolina, Virginia) grant credit as an elective or at the discretion of the principal without specifying the general field. In North Carolina the State Department of Public Instruction expressed itself as not being adverse to allowing credit as a social science. In Iowa and South Carolina credit may be granted as either social science or science. In Vermont credit is granted as science. The question concerning credit was not answered for Michigan.

*Textbooks.* Some states do not have textbook adoptions in any subject area and in others there are no adoptions for psychology although there may be adoptions in other fields.

Officials in nine states reported textbook adoptions in psychology as follows:

- Florida, Kentucky, South Carolina—Sorenson and Malm (13)
- New Mexico, Utah—Engle (4)
- California—Averill (1), Crow and Crow (3), Engle (4), Langer (11), Sorenson and Malm (13), Woodworth and Sheehan (15)
- Indiana—Averill (1), Crow and Crow (1), Engle (4)
- North Carolina—Engle (4), Josey (10), Sorenson and Malm (13)
- Oklahoma—Averill (1), Engle (4), Josey (10), Geisel (9).

In those states in which there are no adoptions, officials were asked to name the textbooks which they believed are used most commonly. Many officials were unable to answer this question but those who did tended to indicate the same textbooks as mentioned above. In addition, the following books were mentioned: Bliss (2), Roberts (12), Tiffin-Knight-Josey (14).

An analysis of subject matter presented in high school psychology textbooks has been made by Engle (5).

#### QUALIFICATIONS OF TEACHERS

In nine of the 34 states in which psychology is taught, there are specific requirements for a license to teach the subject. Florida requires 12 semester-hours, Nebraska requires a minimum of 15 semester-hours' training in psychology. Missouri requires a social studies major, including courses in psychology. Minnesota requires a major or minor in the field. In Montana teachers must instruct only in their major or minor fields of preparation, the preparation for a major being 48 quarter-hours, the preparation for a minor being 30 quarter-hours. In addition, 24 quarter-hours in education are required. In Indiana psychology may be taught by anyone holding an administrative or social studies license, but no courses in a department of psychology are required for either of these licenses. New Hampshire has a general requirement of 18 semester-hours for teaching in any field, including six hours' preparation for each specific subject to be taught in the field. However, if only one or two periods per day are devoted to teaching any one subject, six semester-hours of training are required in that subject. Probably this latter requirement is the one met by most teachers of psychology. New Jersey requires certification in guidance. For certification as a "Guidance Director" there must be 48 semester-hours' advanced training of which 12 must be from a list of specified courses in psychology. For certification as a "Teacher-Counselor" there must be a minimum of 18 semester-hours credit in courses in psychology and guidance, six of these hours being in courses in psychology and educational tests and measurements exclusive of courses in general and educational psychology. Virginia requires a total of 24 semester-hours in psychology, six of which must be in general psychology and the remainder in other suitable psychology courses.



Maine is making plans for area certification in 1952 and will then require a major or minor in psychology in order for one to be able to teach this subject.

In Arkansas there are specific certification requirements but under present circumstances they do not apply to the teaching of psychology because a teacher is permitted to teach a minor fraction of the school day in a noncertified subject field. In no instance does a high school have more than one class in psychology during any school year.

In North Dakota teachers are supposed to have a minimum of 15 hours of preparation, but probably not all of those teaching psychology can meet this minimum qualification.

Washington and Colorado do not have subject certification, but accreditation standards require that teachers have 15 and 18 quarter-hours of training respectively.

In some states there are only blanket licenses entitling one to teach any subject at the high school level. Some officials pointed out that a minimum of three semester-hours training in psychology is required for such a general license.

Something further of the qualifications of teachers was learned from the questionnaire sent to teachers. Of the 147 teachers answering the questionnaire, 127 gave usable responses concerning their training. High school teachers of psychology are trained primarily in social sciences and education, the mean numbers of semester-hours reported being 27.14 and 24.64 respectively. These figures include both undergraduate and graduate training, but do not include courses in educational psychology. If one combines training in educational psychology and psychology, the mean numbers of semester-hours training in psychology are as follows: undergraduate 11.95, graduate 6.54, both 18.49. On the other hand, if one considers only training in psychology (not including educational psychology), there is the disturbing fact that teachers report mean semester-hours of training as follows: undergraduate 5.71, graduate 2.55, both 8.26. Expressed in another way, 79.5 per cent of the teachers reported having had ten or fewer semester-hours undergraduate training in psychology and 89.8 per cent reported having had ten or fewer hours graduate training in psychology. Of the 127 teachers reporting, 37.8 per cent indicated no undergraduate and 77.2 per cent indicated no gradu-

ate training in psychology, that is, as distinguished from educational psychology.

Teachers were asked to indicate the subject areas in which they taught in addition to their teaching of psychology. Eleven of the 142 teachers answering this question taught no courses other than psychology, but they did have administrative duties. Apparently no teachers devote full time to the teaching of psychology. Of 131 teachers indicating that they taught in one or more areas other than psychology, 48.9 per cent taught in the area of social science, but apparently a high school teacher of psychology may be asked to combine his teaching in this field with almost any other subject in the curriculum.

On the questionnaire teachers were asked to indicate school work of a psychological nature which they did in addition to their teaching of psychology (other than such work with the pupils in their own classes). No further attempt was made to define psychological work, but 53.5 per cent of the teachers indicated that they did some additional school work which they considered to be of a psychological nature. Such work was generally indicated as that of superintendent, principal, director of guidance, or counselor.

Further details on the training and experience of teachers are reported elsewhere (8).

#### AREAS OTHER THAN A COURSE IN PSYCHOLOGY IN WHICH PSYCHOLOGICAL MATERIAL IS PRESENTED

In all states in which officials indicated that psychology is not taught as a separate subject of instruction, they did indicate that psychological material is presented in connection with other courses. The most frequently mentioned areas in which psychological material is taught are as follows (in descending order of frequency of mention):

- Home economics, homemaking, family relations;
- Social studies, social problems, human relations, sociology;
- American government, American problems, problems of democracy, civics, citizenship;
- Health and physical education;
- Life-adjustment, boy-girl relationships, personal development.

Other subject fields less frequently mentioned as offering psychological material were biology, commercial, vocational, and general science. Orientation and guidance programs seem to account for a very considerable amount of instruction which is psychological in nature.

#### REASONS FOR NOT OFFERING A COURSE IN PSYCHOLOGY

State officials were asked to express their opinions as to why psychology was not taught as a separate subject in any, or in relatively few high schools in their states. Inertia and lack of interest were frankly given as reasons for not teaching psychology. Some pointed out that many high schools are small and teachers have a full load with the already crowded curriculum. Others indicated that frequently there is no adequately trained and otherwise qualified teacher available for a course in psychology.

Psychology is frequently thought of as a college-type subject and so too difficult for high school pupils, especially if taught by college methods. There seemed to be some fear that psychology would be taught as "pure" psychology, several officials expressing the opinion that psychological material could be and is taught more effectively when applied in courses other than those under the title "Psychology."

The present increasing emphasis on a core curriculum as contrasted with the traditional subject-matter curriculum is not conducive to the introduction of separate courses in psychology.

One official expressed the opinion that one reason for psychology not being taught in his state was fear of controversial possibilities. Another said, "Psychological material can be presented under several names, such as marital relationships, etc., without repercussion. The mention, however, of psychology appears to include a fear which, although unfounded, is very real."

#### CONCLUSION

Relatively few high schools offer a course in psychology, but the number seems to be increasing. In those schools in which it is offered, both teachers and pupils tend to be enthusiastic about the course. They believe that it contributes more to meeting objectives of secondary education than do most courses, and they tend to believe that more than one semester should be devoted to the course in psychology.

High school courses tend to be of an applied nature, that is, mental hygiene, interpersonal relationships, social problems, and so forth. This fact raises many problems brought out by the APA ethics committee on the teaching of psychology, as well as problems of the content of the introductory course in psychology.

Although the training and experience of teachers of high school psychology varies greatly, there is a tendency for the teachers to be trained and experienced in social science and education rather than in psychology. The APA is concerned about college teaching and training at both the graduate and undergraduate levels, but the Association should not lose sight of the fact that many students have their first contact with psychology at an earlier age. High school teachers of psychology should have an opportunity for effective training. Many college courses with their emphases on theoretical problems and experimental techniques scarcely seem suitable for the training of teachers whose interests and needs are centered primarily in problems related to the personal and social adjustments of adolescents.

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 Moore, Carl Leslie, Jr.  
 Moore, Dorothy Nell  
 Moore, Jacqueline Ann  
 Moore, John VanLoon  
 Moran, Alfred A.  
 Moran, Louis Joseph  
 Moran, William T.  
 Morant, Ricardo Bernardino  
 Morehead, Charles Galloway  
 Morello, Michael  
 Morgan, Clayton A.  
 Morgan, Howard Gilbert  
 Morman, Robert Randolph  
 Morris, Jean B.  
 Morris, William E.



- Mortensen, Donald Grant  
 Moskowitz, Bernard  
 Moskowitz, Samuel  
 Motto, Joseph  
 Motz, Gerald Philip  
 Muchmore, Stephen Campbell  
 Mueller, Paul Frederick  
     Charles  
 Muhyi, Ibrahim Abdullah  
 Munn, Seth William  
 Murphy, D. Inez  
 Murphy, Francis Allan  
 Murphy, John Francis, Jr.  
 Murray, David Cowan  
 Murray, Edward James  
 Myers, Barbara Jacobsen  
 Myers, Esther Bray  
 Nagy, Maria Helena  
 Nash, Harvey  
 Needles, Esther  
 Neel, Ann Filingier  
 Neff, Walter Scott  
 Nell, Marcella  
 Nelson, Calvin Clayton  
 Nelson, Ralph A.  
 Nelson, Sherman Eddie  
 Nelson, William Howard  
 Nemoff, Robert David  
 Nemovicher, Joseph  
 Neugarten, Bernice L.  
 Newton, Robert Andrew  
 Newton, Richard Lee  
 Nichols, John Wilson  
 Nissenon, Norma R.  
 Nixon, Mary Eloise  
 Noble, Merrill E.  
 Northrup, Anne Holmes  
 Northrup, Barbara Winifred  
 Nudell, Irving Glen  
 Núñez, Rafael  
 O'Brien, James William  
 O'Brien, Marguerite Jean  
 O'Dea, J. David  
 Odes, Zelda Zenia  
 Odoi, Hiroshi  
 O'Donnell, Robert Charles  
 O'Donnell, Robert Joseph  
 Ohlsen, Merle M.  
 Ohsman, Rozanne  
 Olesen, Barbara Ann  
 Olinger, Leonard Bennett  
 Olson, Edwin Herbert, Jr.  
 O'Malley, Thomas Ronald  
 O'Neill, John Joseph  
 Oriel, Arthur E., Jr.  
 Ornstein, Samuel Leo  
 Ort, Robert Stanley  
 Ortmeyer, Dale Herbert  
 Osborn, Harold Wesley  
 Osler, Soniz F.
- Ota, Kiyoshi Kayo  
 Outhit, Marion Currie  
 Owen, John Laverty  
 Ozur, Herbert  
 Paar, Henry Julius, Jr.  
 Palubinskas, Alice Lucille  
 Pansegrouw, Debora  
     Catharina  
 Papania, Ned  
 Paris, Norman Martin  
 Park, James Watson Loder  
 Parker, Almena  
 Parker, Thomas E.  
 Parker, Verna Elizabeth  
 Parrish, John W.  
 Parsons, Stuart Overton  
 Pashalian, Siroon  
 Pattishall, Evan Gradick, Jr.  
 Paxton, Jack D.  
 Payne, Maxwell Carr, Jr.  
 Peak, Horace Maxwell  
 Pearson, Leonard  
 Peck, Betty L.  
 Peck, Cecil P.  
 Pecsok, James D.  
 Peebles, Richard Rodgers  
 Peizer, Sheldon B.  
 Pemberton, Carol Lundie  
 Pentz, Donald Christian  
 Peppin, Bruce H.  
 Perl, William R.  
 Perlman, Melvin  
 Perry, Raymond Carver  
 Perry, William Graves  
 Peters, Julius M.  
 Petersen, Paul Gordon  
 Pfaffenberger, Hans G.  
 Phillips, Edwin DeRogier, Jr.  
 Phillips, Maurice  
 Pickrel, Evan Wilken  
 Pierson, George Arthur  
 Pikunas, Justin  
 Pilgrim, Francis Joseph  
 Pinneau, Samuel Richard  
 Pizzat, Frank Joseph  
 Plant, Walter Thomas  
 Plittman, Jack C.  
 Plutchik, Robert  
 Poland, Harold Vincent  
 Polansky, Norman Alburt  
 Pope, Allan  
 Porter, Harry  
 Potashin, Reva  
 Powers, John Hamelin  
 Powers, Thomas Algie  
 Prelinger, Ernst  
 Prentice, George R.  
 Prentice, Norman M.  
 Price, Arthur Cooper  
 Proff, Fred C.
- Proud, Ann Parks  
 Prouty, Helen Lucia  
 Pulford, Rex R.  
 Pullen, Maxwell Spencer  
 Purcell, Kenneth  
 Quayle, John William  
 Quaytman, Wilfred  
 Quinlan, Sister Michael of  
     the Cross  
 Rabe, Peter L.  
 Rabinowitz, William  
 Rabkin, Barbara Joan  
 Rabourn, Robert Eugene  
 Rachiele, Leo Donald  
 Radom, Matthew  
 Rain, Margaret Elizabeth  
 Rainwater, Percy Lee  
 Ranken, Howard Benedict  
 Rapaport, Irene N.  
 Raskin, Allen  
 Rathfelder, Rollo Ray  
 Rauch, Mary Darby  
 Raven, Bertram Herbert  
 Ray, Tom Brooks  
 Reed, Norman Alva  
 Regan, James Joseph  
 Reid, Howard Tennant  
 Reid, Jackson Brock  
 Reid, Roger Huffman  
 Reissenweber, Marion  
 Reiterman, William Frank,  
     Jr.  
 Reitzell, Jeanne Mannheim  
 Repp, Austin Chauncey  
 Rice, George Ernest, Jr.  
 Richardson, John Francis, III  
 Richman, Joseph  
 Riedl, Otto M.  
 Rieger, Rebecca E.  
 Riffe, Dudley Hamilton  
 Rigler, David  
 Riley, Lawrence Paul  
 Ring, Jean M.  
 Rittenhouse, Carl Harris  
 Robbins, Joan Harriet  
 Roberts, Lynn Keith  
 Roberts, Ralph Myron  
 Robinson, Edward John  
 Robinson, James McKinley,  
     Sr.  
 Robinson, Jane Holliday  
 Rocchio, Patrick Dominic  
 Rodgers, David Alexander  
 Rodman, Irwin Leonard  
 Roe, Wilder Alvin  
 Roesch, Rev. Raymond  
     August  
 Rogers, Charles Morey  
 Rogers, Dorris Preston  
 Rogers, Jack K.
- Rogers, Miles S.  
 Rogers, William Fred  
 Rollin, A. Robert  
 Roman, Melvin  
 Romano, Robert Leonard  
 Ronan, William W.  
 Rooke, Mabel Leigh  
 Rooney, John Joseph  
 Rootes, Mary David  
 Rosen, Sidney  
 Rosenberg, Nathan  
 Rosenberg, Phyllis Beth  
 Rosenberg, Robert Paul  
 Rosenblatt, Jay Seth  
 Rosenblum, Sidney  
 Rosenfield, Marilyn Gail  
 Rosenman, Stanley  
 Rosenthal, Melvin  
 Ross, Alan O.  
 Ross, Edgar Mitchel  
 Ross, Harvey Leslie  
 Rouman, Jack  
 Routt, Forrest Vincil, Jr.  
 Rowe, Frederick Bengston  
 Rowell, John Thomas  
 Rozran, Gilbert Bruce  
 Rubinstein, Alfred Milton  
 Rucker, Martha Gulo  
 Rudner, Sidney  
 Ruigh, Alice Beatrice  
 Rundquist, Richard M.  
 Rupiper, Omer John  
 Rusalem, Herbert  
 Rush, Carl Harrison, Jr.  
 Russell, Erwin Dee  
 Rutledge, Emma Elizabeth  
 Ryan, Francis Joseph  
 Sabeh, Raymond  
 Sachs, Alvin O.  
 Sachs, Herbert Lee  
 Safian, Debra S.  
 Salazar, John A.  
 Salk, Lee  
 Salke, Robert H.  
 Sall, Dorothy  
 Saltz, Eli  
 Samenfeld, Herbert William  
 Sanddal, James Wesley  
 Santavicca, Gildo Gene  
 Sass, Tauba H.  
 Saum, James Arthur  
 Sawrey, James Mason  
 Schaefer, Earl S.  
 Schanberger, William Joseph  
 Schaumberg, Alice Weil  
 Schillo, Richard John  
 Schlanbusch, Ernest G.  
 Schlank, Melvin Bertram  
 Schleifer, Maxwell Joseph

- Schlesinger, Gertrude  
Kornhauser  
Schmidt, Richard Henry  
Schneck, Jerome M.  
Schoenrich, Carlos  
Schoeppe, Aileen  
Schon, Martha  
Schultz, Margaret Knotter  
Schwartz, Arthur  
Schwartz, Arthur A.  
Schwartz, Leonard Jules  
Schwartz, Lewis  
Schwartz, Lillian  
Schweitzer, Phyllis  
Scollon, Robert William, Jr.  
Scroggins, James Harris, Jr.  
See, Harold Wentz  
Seeger, Charles Morgan  
Seidman, Milton  
Seltzer, Samuel M.  
Shaeffer, Louis Emlen  
Shafer, James Nicholas  
Shames, George Herbert  
Shapiro, A. Eugene  
Shapiro, David N.  
Shattuck, Merrill Brigham  
Shaw, Barrie  
Shea, Joseph Augustine  
Sheer, Daniel Elvin  
Shelby, Frederick Gerald  
Shepherd, Alfred Henry  
Sherburne, James Wilson  
Sherrick, Carl Edwin  
Shimberg, Edmund  
Shipley, Thorne  
Shire, Albert  
Shoemaker, George Keith  
Shore, Hiram David  
Shrewsbury, Thomas Buckner  
Shumaker, Benjamin Jay  
Siegel, Arthur Irving  
Siegel, Benjamin Allen  
Siegel, Herbert Aaron  
Siegel, Joseph Herman  
Sikes, Melvin P.  
Silliker, Hazel Katherine  
Silver, Hyman  
Silverberg, Jacob  
Silverman, Harold  
Silverman, Robert E.  
Simonaitis, John  
Sinick, Daniel  
Sippelle, Carl Nathaniel  
Siskind, George  
Sisson, Boyd Dudley  
Sivers, William Albert, Jr.  
Skelly, Clyde Gordon  
Skoor, Emanuel  
Skula, Mary  
Slavin, Joseph George
- Slobin, Morton Sidney  
Smader, Robert Charles  
Smet, Walter Florent  
Smith, Alfred Arthur  
Smith, Elmer Christian, Jr.  
Smith, Howard Persifor, IV  
Smith, James Frederick  
Smith, John Richard  
Smith, Mary Elinor  
Smitherman, Donald William  
Snyder, Dorothy May  
Soar, Robert Stephen  
Soffer, Leon  
Soika, George Robert  
Solomon, Paul  
Somerville, Addison W.  
Sommerfeld, Roy Elmer  
Soper, Daniel William  
Soskin, Sophia R.  
Spanner, Marvin  
Sperber, Zanwil  
Speth, Edward William  
Spiker, Charles Calvin  
Spilka, Bernard  
Spital, Charles  
Spivey, Gordon Maurice  
Spohn, Herbert Emil  
Sprietsma, Lewis Roy  
Sprinzen, Harold  
Sprunger, James Amstutz  
Staal, Murray  
Stack, Thelma Drewry  
Stackfleth, Ellis Lee  
Stadlen, Abraham  
Stafford, Elizabeth Lee  
Downs  
Stalnaker, Armand C.  
Stanton, Jeannette Elizabeth  
Stark, Edna Blanche  
Stark, Paul  
Steckler, George A.  
Stein, Monroe  
Stern, Alfred  
Stern, Bernard  
Stern, John Alexander  
Sternberg, Carl  
Sterne, David Morris  
Sterne, Spencer Bennett  
Stewart, G. Kinsey  
Stiel, Agnes Helen  
Stieper, Donald Richard  
Stillings, Charles Arthur  
Stone, Gideon Barto  
Stone, Thomas Elijah  
Stotland, Ezra  
Stoyanoff, Louis Jordan  
Streitfeld, Harold Stuart  
Strickland, Phyllis  
Strieter, Edith M.  
Sturm, Martha Frances
- Sullivan, Clyde Everett  
Sullivan, John Joseph  
Suttell, Barbara J.  
Swain, Alan D.  
Swanson, Edward Orley  
Swensen, Clifford Henrik, Jr.  
Sydow, Donald Wayne  
Szorenyi, Emmi  
Taffel, Charles  
Tagiuri, Renato  
Talbot, Eugene  
Talmadge, Max  
Tanck, Roland Henry  
Tanner, B. William  
Tatsuoka, Maurice Makoto  
Tattan, James Vincent  
Tatter, William Edwin  
Taylor, Alan  
Taylor, Earl Lee  
Taylor, Edward Arnold  
Taylor, John Hall  
Taylor, John Roy  
Taylor, Oliver Mark  
Tendick, Katherine Lois  
Terrell, Glenn, Jr.  
Terris, Fay  
Thiede, Wilson Bickford  
Thomas, Hobart Fuller  
Thomas, Richard Wallace  
Thomas, Ross Reginald  
Thompson, Alice Cary  
Thompson, Helen Mae  
Thompson, Jorgen Sogn  
Thompson, Pauline E.  
Thomson, Calvin Wells  
Tieszen, Melvin J.  
Tober, Lawrence H.  
Tolor, Alexander  
Tougas, Rolland Raymond  
Tracktir, Jack  
Tully, Glover Emerson  
Tunney, Thomas Eugene, Jr.  
Turman, James Aubrey  
Turner, George Charles  
Turner, Merle Brandt  
Udlock, Phyllis Connell  
Ulmer, Raymond Arthur  
Underhill, Guy  
Unterberger, Hilma  
Urban, Hugh Bayard  
Vander Linde, Leonard  
Cornelius, Jr.  
Vanderplas, James Martin  
Van Roekel, Byron Henry  
Van Vleet, Phyllis Prescott  
Vargas, Manuel J.  
Vaughan, Leonard W.  
Vaughn, Kenneth Willard  
Velinsky, Stanislav  
Veniar, Seymour
- Vernon, Jack Allen  
Villani, Marcelle Mary  
Vineberg, Robert  
Vistica, Nicholas John  
Voas, Robert Bruce  
Wack, Rev. Dunstan John  
Wagman, Morton  
Wake, Frank Robert  
Walker, Alan McNaught  
Walker, Mary H.  
Wallace, Dorothy Elizabeth  
Wallerstein, Harvey  
Walton, Duncan Edward  
Warman, Roy Elton  
Wartena, Lambertus  
Wass, Kathryn Alberta  
Waterman, David John, Jr.  
Watkins, Richard Walker  
Watson, Donald Taylor  
Watson, William Conrad  
Wax, Charles  
Waxenberg, Barbara Rose  
Weber, Dale Sarge  
Weber, Louis Charles  
Webster, Harold Dennis  
Wegener, Jonathan George  
Wehrkamp, Robert Francis  
Weiner, Beverly Rose  
Weiner, Ira William  
Weiner, Paul S.  
Weinlander, Max M.  
Weinstein, Herbert  
Weir, John Rexall  
Weiss, Bernard  
Weiss, Walter  
Weisz, Alexander Zebulon  
Weldon, Roger Jonathan  
Wellman, Frank Edwin  
Wells, Stephen  
Wells, William Harley  
Welsand, Eugene Henry  
Werboff, Jack  
Wertheimer, Michael Matthew  
Westwood, Dale  
Wetherhorn, Harris Mitchell  
Whelan, Fred Donnel  
Whitcomb, Milton Arlo  
Whitcomb, Robert Thom  
White, Bernard Lewis  
White, Wade Bertram  
Whiting, John Wesley  
Mayhew  
Whitla, Dean Kay  
Whitley, Marjorie Gray  
Whitmyre, John Warren  
Whitney, Lillian Jessie  
Thatcher  
Wideman, Harley Roy  
Wiener, Morton  
Wienke, Richard Eugene

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|-----------------------------|---------------------------|----------------------------|--------------------------|
| Wild, Carl Daniel           | Wirt, Robert Duane        | Wyatt, Harriet Christine   | Zeidner, Joseph          |
| Wilkinson, Frank Ray        | Wissner, Fred             | Yalowitz, Jerome Myer      | Zilaitis, Victor         |
| Willett, Winifred Patterson | Witt, Eugene Lester, Jr.  | Yamaguchi, Harry Goichi    | Ziller, Robert Chester   |
| Williams, Mary Catherine    | Woehr, Harry Joseph       | Yerrington, Foster Charles | Zimet, Carl Norman       |
| Wilmeth, Frances Hastings   | Wolf, Irving              | Yngve, Helen               | Zimmer, Charles E.       |
| Wilson, John E.             | Wolff, Wirt McCoy         | Young, Ernest Cox          | Zimmer, Robert S.        |
| Wilson, Sam, Jr.            | Wolstein, Benjamin        | Young, Frank Chandler      | Zook, Paul Linn          |
| Wilson, William Edwin       | Wolz, Charles George      | Young, Ira L.              | Zubek, John Peter        |
| Windle, Charles David       | Woods, Donald Charles     | Young, Raymond David, Jr.  | Zuidema, John Edward     |
| Winick, Charles             | Wooster, George Frederick | Younkman, Harold Emerson   | Zurett, Theodore Earl    |
| Winterbottom, Marian Ruth   | Wright, Burton            | Zavalloni, Rev. Father     | Zussman, Charles Nathan  |
| Wintill, Marilyn Ruth       | Wright, Glenn Edward      | Roberto A.                 | Zwetschke, Earl Theodore |
| Wirls, Charles Joseph       | Wurtz, Robert E.          | Zbranek, Anthony Dvorak    |                          |



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## Comment

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### Language Requirements are Sham Requirements

To the Editor:

My experiences at several American universities have shown me that language requirements are sham requirements. Students fulfill them and don't know the language. If that's going to be the general trend, we may as well do away with these requirements. Such a policy would probably not do much harm to students of, say, the natural sciences.

In psychology it is different. I maintain that the best training in projecting oneself into the subjective world of other people consists in learning to master their languages and to be able to think in their ways. With respect to this exceedingly important goal practically nothing is accomplished by our present "foreign language requirement." I suggest that we make it a very serious "must" for psychologists to be in command of at least one foreign language. As a nation which is summoned to provide enlightened leadership in many parts of the world we may ask ourselves whether it is not essential that our technicians, economic advisers, and other experts understand the people they are working with in an immediate manner.

P. R. HOFSTAETTER

*The Catholic University of America*

### The Alta Institute

Although there has been much discussion concerning regional problems in clinical psychology, the problems of a specific region have rarely been viewed except through a telescope from a distant center of psychological activity. If the telescope were powerful enough, it would perhaps be agreed among the observers that "they have problems out that-a-way" and further that the hinterland needed help. But regional difficulties have remained in the realm of subject matter which should be discussed occasionally because regional problems exist. To be completely fair, we must add that country cousins have been invited to solve their problems by joining large centers or organizations.

It occurred to some of us in the intermountain region, that rather than being looked at from afar, it might be well to look at ourselves. When we did, we got this picture. The geography of the region (roughly the area from Colorado to California) imposed cultural and educational isolation upon its clinical psychologists. They seemed to be restricted to the narrow confines of specific job requirements. The amount of correspondence between psychologists in the area might have been greater if we still had to depend upon the Pony Express

to carry our mail. Although we have modern means of communication, some clinical psychologists, living and working in the same city, had never met or talked with each other. If there were any research interests or endeavors in the area, they were being kept secret. Although we have many good colleges and universities, a working relationship between teaching institutions and service organizations was practically nonexistent. Furthermore, there appeared to be little awareness of the function of clinical psychology as a community service.

It was readily apparent that barriers to communication needed to be broken down. Professional isolation, on both a local and national level, had to be reduced. A simple solution occurred to us. We would gather together the clinical psychologists of the region to discuss—or perhaps discover—our common problems. To prevent the development of provincialism, frequently fostered by regional gatherings, we would bring to the mountains representatives from the national centers of clinical psychology.

Our enthusiasm was dampened somewhat by the sudden realization that fulfillment of the proposed simple solution would be expensive. With the undaunted courage of the naïve, we appealed to the United States Public Health Service for support. It was given, in the form of a grant to the Department of Psychiatry (Division of Clinical Psychology) of the University of Utah Medical School, and approval was given for a Clinical Psychology Institute to be held at Alta, Utah, during the week of June 25–29, 1951.

Under the direction of Dr. Ija N. Korner, a faculty was assembled and a program developed. Our visiting faculty reached from coast to coast, with Drs. Roy Schafer from the east, David Shakow from the midwest and Max Levin from the far west. Ija N. Korner and William H. Brown, both of the Department of Psychiatry, University of Utah School of Medicine, were the local staff members in Psychology. Dr. Leonard H. Taboroff, Director of the Utah Child Guidance Center, represented psychiatry on the institute team. An ardent critic of clinical psychology, Dr. Duane Bown, Associate Professor of Psychology, University of Utah, was selected to conduct the necessary research for an objective evaluation of the institute proceedings. Dr. Norman Anderson, a psychoanalyst in the University of Utah Department of Psychiatry, joined the faculty on psychotherapy day with a specific point of view. Dr. Eugene L. Bliss, a research-minded psychiatrist in the same department, participated in the psychology-psychiatry discussions.

The institute program, designed to stimulate a maximum degree of group participation evolving from brief

didactic presentations by the faculty, centered about the following five areas: (a) status of clinical psychology as a profession; (b) psychology and psychiatry; (c) diagnostic testing; (d) psychotherapy and the psychologist; (e) research (interest, techniques, problems).

The student group was composed of 25 clinical psychologists, from Montana, Idaho, Colorado, and Utah. (We received replies from about 25 additional clinical psychologists who were enthusiastic over the institute plans but who were unable to attend because of other commitments. Many hoped that a future institute would not conflict with their summer school teaching. Although we could have accepted a few more students, budget limitations made it necessary to keep the group small.) Length of experience and education ranged from beginning Master's to seasoned, supervisory-level PhD's. In order to promote participation by each individual, three small groups were formed. A brief review of the schedule will show the nature and function of the groups:

The first day started with a welcoming address, distribution of name cards (with first names emphasized), and announcing of the groups. Following a talk on the status of clinical psychology and the clinical psychologist's self-awareness, the group discussed questions raised. The students were then asked to write (anonymously) their impressions of the morning session. Following lunch, the small groups met with their permanent leaders (Korner, Levin, and Brown) for a more intimate discussion of the issues. After an hour, the alternate group leaders (Shakow, Schafer, and Taboroff) joined the small groups on a rotating basis. At the end of the day, the small groups (without the leaders) prepared a summary and evaluation of the day's proceedings. These were read to the entire group before the start of the next day's program. Although this basic schedule was followed throughout the week, great flexibility was allowed in order to meet the needs of the students. Because of a demand for more material of immediate and practicable usefulness, Schafer kept the whole group for an entire day on diagnostic testing. Other schedule revisions were made for Shakow and Levin on the topics of psychotherapy and research, respectively.

Alta, world-famed as a ski resort, becomes an isolated retreat when the snow is gone. The site was selected purposely for the freedom from distraction it provided. For five days students and faculty lived together; we wonder, but perhaps will never know, whether some of the most important gains of the institute took place around the dinner table, on walks, or in the evening "bull sessions." We are certain that it was this living experience which established a common ground, eased communication barriers, and provided a degree of "regional" security. Perhaps some

national security was gained as well. For example, on Monday, Dr. Shakow was Dr. Shakow to everyone; by Friday he was Dave to the students who earlier in the week wanted to bow in his presence.

The students wrote a long evaluation of the institute. Here we can give only a few excerpts. They would have liked more from the faculty, "the sort of thing we got from Roy; that was in terms of our immediate needs." "The group as a whole felt that they experienced growth and broadening, resulting particularly from experiences in the small group sessions."

Dr. Shakow's remarks on the institute reflect the general feeling of the faculty: "I've learned a great deal about things that I had just talked about or heard talked about. In most areas contacts are provided all the time because units are very large or because you have close neighbors. I've gained a respect for another aspect of clinical psychology and for the people who are placed in relatively difficult positions where they continue to show real interest, a wish for improvement, and so much modesty about their accomplishments."

IJA N. KORNER and WILLIAM H. BROWN  
*University of Utah School of Medicine*

### Psychology in American Secondary Schools in the '90's

Psychology, as is well known, has been one of the latest sciences to develop in general and, in particular, in the United States. Some of us actually knew the first professors of psychology in American universities. William James' classical textbook was not published until 1890, and many of the younger generation are under the impression that prior to then, no courses in psychology were given in this country. The average psychologist even, in this country, is unaware of the fact that far from William James' *Principles* being the first American textbook in this field, it is, in point of number, most likely the fiftieth, and that most of them appeared between 1813 and 1886. Indeed, John Dewey, who is still, fortunately, with us, had written his manual in psychology before James' classic appeared in book form in 1890.

Of these more than two score textbooks (I am not referring to treatises like that of Jonathan Edwards and others on the Will) Upham's two-volume work, *Elements of Mental Philosophy*, published in 1831, passed through several editions, and was reprinted as late as 1886, only four years before the *Principles* of James appeared. At least a few other textbooks like Asa Mahan's, Joseph Haven's, Mark Hopkins' and Noah Porter's massive *Human Intellect* (in content about as large as James' two-volume work) also enjoyed a vast popularity. While it is true that most of these compendia were labeled "intellectual philosophy" or "men-

tal philosophy," Rauch's *Psychology* saw the light of day in 1840, only to be followed by Schmucker's *Psychology* in 1842, while in 1848 Hickok brought out his *Rational Psychology*, and in 1854 his *Empirical Psychology*, both of which saw more than one edition. Even the title of James' monumental work was not new, as it had its predecessor as well as its successor.

Even less known is it that many of the academies, collegiate institutes, normal schools, and other secondary schools in the United States prior to our century offered courses in psychology, and used a variety of textbooks. A conservative estimate of the number of copies of such books sold in the United States in the half century between 1831 and 1881 would be over half a million. It is my recollection reading somewhere that of one title alone, around a century ago, 130,000 copies were sold over a period of forty years.

The present writer, until recently, had no idea that psychology was in vogue in the secondary schools during the past century and it was therefore a surprise to him to come upon an examination paper in the library of William James which proved that psychology enjoyed a status in lesser institutions than colleges even in the '90's.

Since the handwriting somewhat resembled that of William James, I at first thought that the examiner was James, who might have, in addition to his courses at the Harvard Medical School, been prevailed on to teach psychology at Thayer Academy, Braintree, which was founded by General J. Thayer, "father of West Point," and is still one of the finest preparatory schools in New England. However, my inquiry brought the following reply from the retiring Principal, Dr. Stacy B. Southworth, who had been head of the School for over three decades.

You said in your letter that you had found among your archives an examination paper on *Mental Physiology* given on September 23, 1894, and you have requested information as to the person who was in charge of the course at the time.

I have found on investigation that the course was given, according to the catalogue, by Professor Jotham B. Sewall, who was then Headmaster of Thayer Academy. The textbook used at that time was Carpenter's *Mental Physiology*.

It was not my pleasure to know<sup>a</sup> Professor J. B. Sewall, but from all reports he was a venerable white-haired gentleman of the old school who for a number of years was a professor at Bowdoin College. The course in *Mental Physiology* was discontinued at Thayer Academy when Professor Sewall's successor, Dr. William Gallagher, assumed the headmastership in September, 1896. I am sorry that my information cannot be more comprehensive.

When we consider that at this time whatever psychology was taught in the colleges was along the lines of the Scotch School (Reid, Brown, McCosh, etc.) and

labeled mental philosophy, it was a bold step to take for a headmaster of a coeducational institution of adolescents to use Carpenter's *Mental Physiology* as a textbook for a course similarly designated. Equally interesting, however, are the questions which the students of the preparatory school were expected to answer nearly sixty years ago.

Thayer Academy

Senior Class Examination

*Mental Physiology*—Dec. 14, 1894.

1. Distinguish the apparatus of animal life and the apparatus of organic life.
2. Give a general account of the nervous system—cerebro-spinal—in man, and describe a nerve fibre and ganglionic centre.
3. Illustrate what reflex and automatic actions are by the ascidian mollusk—also by the frog.
4. Define instinct and illustrate. Show how it may be modified by intelligence.

A. A. ROBACK

Emerson College

### Qualifications to Practice Psychotherapy

To the Editor:

The time has come when psychologists have to pay closer attention to the qualifications of the members of their profession who meet the public in the practice of psychotherapy. The future of psychology is intimately related to the resolution of this problem. The current influx of "businessmen" who hunger for the quick dollar has hastened the necessity for an early solution.

I would like to suggest that no psychologist be permitted to engage in the unsupervised practice of psychotherapy until he has secured his PhD degree, or else face punitive action by the APA (perhaps ousting). I would further suggest that the granting of the PhD does not magically endow the psychologist with therapeutic powers. It would be necessary, it seems to me, that he have had a supervised year of accredited university or comparable training in psychotherapy before he can enter unsupervised practice. Ideally, it seems to me, the diploma in clinical psychology awarded by ABEPP should be required in addition, but this appears too Utopian at the moment.

These seem like drastic measures, considering the current practices of many individuals, but judging from some situations of which I am personally aware drastic measures will be required. It is not too early to think of the menace unqualified individuals in this area constitute to the future of our profession.

BENJAMIN MEHLMAN  
Toledo State Hospital



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## Across the Secretary's Desk

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### New Associates

The Membership Committee met in Washington on November 17 and 18 and, with the assistance of the Central Office staff, examined 1,612 applications for Associate membership in the APA. After two days of intensive work, the Committee had agreed to recommend to the Board of Directors that 1,399 of the applicants be elected. (A number of applicants had to be placed in an "uncertain" category, pending the collection of additional information. Some of these applicants have subsequently been elected.) The Board of Directors has followed the Committee's recommendations and the Central Office has now mailed out 1,417 new certificates of Associate membership.

If all these new members pay their initial dues, the circulation of the *American Psychologist*, of the *Psychological Abstracts* and of the *Psychological Bulletin* will all be increased by 1,417, sending the circulation of each above the 13,000 mark. A small proportion of these new members (probably around 5 or 10 per cent) will subscribe to one or more of the other APA journals. There will be an additional 1,417 potential attendants at the annual meeting, 1,417 more potential readers of papers, 1,417 more potential registrants in the APA Placement System. There will be 1,417 additional dues bills and subscription records to be handled by the Central Office. There will be 1,417 additional participants in the future of American psychology.

We now have a membership of 10,000 Fellows and Associates, an increase of 16 per cent over 1951. Our growth curve maintains for another year the slope it has had since 1892. We are still headed toward an extrapolated total of 60,000,000 psychologists in the year 2050. How long our growth will continue at this vine-like rate is very uncertain, for the number of psychologists even the nurturant American society will support is not infinite and neither is the supply of bright young people who can enter the field. The rate of growth is almost sure to continue through the next two or three years, however, for we still continue to admit around 3,000 students a year into our graduate departments of psychology and at the moment there are upwards of 6,000 graduate students enrolled in 144 graduate departments. (Report of the Com-

mittee on Training in Clinical Psychology, *American Psychologist*, November 1951.) Barring some major social upheaval, we can plan on a membership of 11,500 by 1953, and of 13,000 or more in 1954.

We have made no detailed analysis of the characteristics and qualifications of these new members but at a level of impression, the statistical facts about these 1,417 new members are very similar to those about last year's 1,360. (Across the Secretary's Desk, December 1950.) It is very clear that in over-all constitution the APA continues to have relatively more young Associates and relatively fewer older Fellows.

### Technical Aide to State Psychological Associations

On December 15, 1951 Jane Hildreth was assigned to serve half time as Technical Aide to the Conference of State Psychological Associations. The establishment and staffing of this new billet in the Central Office is the outgrowth of a recognition on the part of the Conference and the APA Board of Directors that state associations have become very important entities and probably will assume an increasingly significant role in American psychology.

The Executive Committee of the Conference of State Psychological Associations has given Mrs. Hildreth general guidance concerning the nature of her job, and there will be a gradual structuring of detailed functions as the needs of state associations become clearer.

Few psychologists who have been connected with or concerned about state association affairs will doubt the increasing importance of state associations or the potential usefulness of a Central Office Technical Aide. Many will regard it as both inevitable and desirable that such problems as legislation and ethics will be handled at the state level. Others see the probability, with the increased growth of APA membership, that meetings of state associations will eventually replace the APA annual meeting as a medium of scientific communication. The appointment of a Central staff person may—and probably should—turn out to be an adaptive if

apparently paradoxical step toward decentralization.

### Public Relations

George Albee, Assistant Executive Secretary, has replaced Mrs. Hildreth as APA Public Information Officer. Dr. Albee will continue to administer the bustling Placement Service and will continue to be generally indispensable around the Central Office while working in this new capacity.

For some time now we here in the Central Office have had a resolve to move, in our Public Information function, toward a more active and creative program. Our public relations activities in the past have been relatively passive and *ex post facto*. The Central Office has had an informal directive, born of psychologists' inhibitions about publicity, to keep public relations perfectly safe. This means that the Public Information Officer has answered questions when asked and has taken steps to correct mistaken perceptions of psychology and psychologists—most often after these misperceptions were preserved in print. Recently many members have felt that we should become less inhibited, less neurotically careful, more active in giving the public accurate information about what psychology is and what psychologists do.

People are interested in psychology. Psychologists, in going about their proper business, do newsworthy things. A democratic public deserves—perhaps needs—accurate information about psychology. Particularly is this true when so many annual millions from public funds are pouring into psychological research and development. The American public gives substantial support to psychology. The public has accepted *its version* of psychology as an integral part of our intellectual climate. The support for psychology may not increase in magnitude if the public perception of psychology is increased in accuracy, but the support will increase in general healthiness. If our bargain with society is more clearly seen by both participants, we can go about our business without the fear that either we or our offerings are being subject to distorted and distorting attitudes of expectancy. And the public in seeking psychological research or services will not expect miracles where none can happen, will not confuse quacks with competent professionals, will neither reject psychology out of unfounded fear nor accept it too enthusiastically out of uninformed gullibility.

It will continue to be true that psychologists will hit the headlines most dramatically when they, like ordinary mortals, have emotional difficulties or marital problems or when their behavior runs excitingly counter to conventional norms of propriety. Those who are perceived as accepting responsibility for the welfare of others are the targets for considerable hostility and ridicule when they depart from the narrow path.

It will also continue to be true that many of the constructive day-to-day doings of psychologists are not newsworthy. Only the very dramatic events in our field will receive lay attention—particularly if we passively wait for the layman to seek out his own news.

Few members of the Association would support an APA program of propaganda. Many members will support reasonable and responsible attempts to meet the public half way in its interest in psychology. After all, the conduct of a public information program is not much different, morally or technically, from teaching an undergraduate class. As the class becomes larger, the job of teaching becomes more intricate, demanding much more in the way of communicative skill. But however large the class, it is at least theoretically possible to communicate to it in ways that are (a) in line with scientific accuracy, (b) in the public interest, and (c) effective.

The Central Office will explore ways in which psychologists can, in good conscience, engage in public information activities. Perhaps we here will try our hands at the actual writing of news releases about scientific articles appearing in our journals or about professional developments in our field. Perhaps we will find specific ways of helping local psychological groups in their attempts to educate either the general public or specific segments thereof. We can work, and with a right good will, to give an interested public an accurate perception of psychology. If psychologists do not work toward such a goal, non-psychologists will. If the psychologist is interested in public information, all he needs in order to swing into action is a conviction that he can do better than the non-psychologist in giving the public an accurate and complete picture of psychology.

Dr. Albee, working in conjunction with the APA Committee on Public Relations, will be in charge of Central Office activities in this area. He has already begun an active exploration into

the technical, social, and linguistic problems involved in transmitting psychological information to the public.

### An APA Building

Under instructions from the Board of Directors and the Council of Representatives to search for a building that might be purchased by APA, the Building Committee has by now inspected, with varying degrees of thoroughness, approximately 50 properties in Washington. These have varied in asking price from \$45,000 to \$350,000, in location from very "proper" neighborhoods to areas now on the downgrade, in appearance from stately ugliness to sedate beauty. Six of these properties, with the assistance of a real estate consultant and an architect, have been reported in detail to the Board of Directors.

So far, the APA has scored three near misses in the attempt to secure a suitable building. We are now working up again to either (a) the actual purchase of a building or (b) another near miss. At one time arrangements were all made with the owner of a building the Board of Directors judged suitable, but the District of Columbia Board of Zoning Adjustment denied us permission to occupy the property. It is located in a residential area and the local authorities declared their intent of

keeping it residential. Twice the Board has voted to purchase another property judged suitable for APA use, but the owner has refused to sell at a price the Board and our experts thought to be equitable.

We now again have reached a stage of active negotiation for a building. If these negotiations are consummated, and if the zoning authorities allow our occupancy, the APA will own a handsome and eminently useful building in an excellent Washington neighborhood. It will cost upward of \$200,000 but will not only give us first-class space for an expanded Central Office staff but will also yield good income from the leasing of space which we do not immediately need. It is a relatively modern building in excellent repair. It will give the APA the sort of housing that many feel to be appropriate for our large and significant organization. Many members, judging by the glint in the eyes of those who have seen the property, will experience a considerable pride of ownership. If the deal is consummated, we will be able in April or May to publish a detailed description and picture of the property, and will be able to move into the building before the 1952 annual meeting. If the deal falls through or if the zoning authorities are again against our occupancy, we will start all over again.

FILLMORE H. SANFORD





PAUL HORST

*Professor, Department of Psychology, University of Washington*  
Policy and Planning Board, American Psychological Association

## Psychological Notes and News

Norman MacNaughton died on July 12, 1951.

Milo R. Stevens, assistant professor of psychology at the University of Toledo, died on December 14, 1951 at the age of thirty-eight.

Norman M. Grier died on December 26, 1951.

John T. Gobey died on December 31, 1952 at Monterey, California after an illness of about one year.

Henry C. Link, vice-president of the Psychological Corporation, died on January 9 at the age of sixty-two.

The American Board of Examiners in Professional Psychology, Inc. announces herewith the award of its diploma to another 43 psychologists in the indicated professional specialties. This group includes 34 members of the American Psychological Association and nine members of the Canadian Psychological Association. This is the first announcement of awards to psychologists who have applied through the Canadian Psychological Association.

In seven previous issues of the *American Psychologist* (Vol. 3, No. 5, May 1948; Vol. 3, No. 8, August 1948; Vol. 4, No. 6, June 1949; Vol. 4, No. 8, August 1949; Vol. 5, No. 6, June 1950; Vol. 5, No. 11, November 1950; Vol. 6, No. 8, August 1951), the Board has announced the award of its diploma to 993 members of the American Psychological Association. These eight announcements represent the award of 1,035 diplomas to senior members in professional fields of psychology on the basis of a review of individual qualifications and without written and oral examination.

The award of diplomas to 28 candidates who have qualified for the diploma by satisfactory performance on written and oral examination has been separately announced in the *American Psychologist* (Vol. 6, No. 3, March 1951; Vol. 6, No. 8, August 1951).

To date, a total of 1,064 diplomas have been awarded by the Board.

In the following list an asterisk is used to indicate awards made to psychologists applying through

the Canadian Psychological Association. These awards are the first made to this group of psychologists.

### CLINICAL

Baugh, Verner S.	Hertzman, Max
Bernfeld, Siegfried	Howard, James W.*
Bone, Harry	Jacobsen, Marion M.
Brick, Maria	Kennelly, Thomas W.
Brown, A. Jean *	Kris, Ernst
Brown, William H.	Laycock, Samuel R.*
Devening, Jean M.	Reik, Theodor
Eitzen, David	Remple, Henry D.
Fromm, Erich	Shevenell, Raymond H.*
Gassert, M. Elizabeth	Simon, Clarence T.
Guanella, Frances M.	Thorn, Katherine F.
Harris, Dale B.	Wertman, Hazel E.
Henley, Eugene H.	Zizmor, Jesse
Herma, John L.	

### COUNSELING AND GUIDANCE

Barringer, Benton E.	Parmenter, Morgan D.*
Boland, Ruth F.	Ricciuti, Edward A.
Bregman, Elsie O.	Scott, Winifred S.
Cosgrave, Gerald P.*	Sherman, Dorothy M.
Forlano, George	Switzer, St. Clair A.
Johnson, Louise S.	Wallar, Gene A.

### INDUSTRIAL

Boyd, John B.*	Hewson, John C.*
Guilford, J. P.	Wees, W. R.*

Aaron B. Nadel, who has been deputy executive director of the Committee on Human Resources, Research and Development Board, and acting executive director since September 1, 1951, has been appointed executive director of the Committee to succeed Dwight W. Chapman, Jr., who is now at the University of Michigan as professor of social psychology.

John T. Wilson has joined the staff of the Division of Biological Sciences, National Science Foundation. He was formerly head of the Personnel and Training Branch of the Human Resources Division, Office of Naval Research.

Dr. H. Michal-Smith has resigned his position as chief clinical psychologist, New Jersey State Di-

agnostic Center, Menlo Park, N. J., in order to assume the position of research associate in pediatrics, New York Medical College and chief clinical psychologist, Flower and Fifth Avenue Hospitals, New York City.

**Harry Laurent** has recently resigned as assistant director of the Personnel Research Institute of Western Reserve University to accept a position with the Arabian American Oil Company, 505 Park Avenue, New York, N. Y. He begins his new duties in January.

**Jack Elinson** has resigned from the Attitude Research Branch in the Department of Defense to accept the position of senior study director with the National Opinion Research Center of the University of Chicago.

**James E. Simpson**, formerly assistant professor at Fresno State College, is now the clinical psychologist at the Boys Industrial School, Topeka, Kansas.

**Charles Roth** has been granted a leave of absence from the Division of Testing and Guidance of the City College of New York and has returned to active duty in the Armed Forces. He is now teaching at the U. S. Military Academy, West Point, N. Y. During 1952 he will be replaced at City College by **Abraham B. Brody** who has been a clinical psychologist in the Mental Hygiene Unit of the New York Regional Office of Veterans Administration.

**Ira Iscoe** has been appointed assistant professor at the University of Texas. He was formerly at the University of California at Los Angeles.

**Leonard W. Ferguson** is now with the Aetna Life Affiliated Companies in Hartford, Connecticut. He was formerly with the Metropolitan Life Insurance Company.

**John A. Blake** was appointed in September as chief clinical psychologist at Central State Hospital, Petersburg, Virginia, and he continues to teach on a part-time basis on the staff of the Richmond Area University Center. He was formerly assistant professor in the Richmond Division of the College of William and Mary.

**Rita T. Forte** has resigned her position as psychologist of the Bureau of Child Guidance of New

York to accept an appointment as psychologist by the National Institute of Mental Health, U. S. Public Health Service, assigned to the Juvenile Court of the District of Columbia.

**Frank Cassens** is now personnel research coordinator for the Lago and Transport Company, Ltd. in Aruba, Netherlands West Indies. He was formerly testing coordinator with the same company.

**Robert A. Harris**, formerly at Vassar College, has been appointed to a postdoctoral fellowship on a grant from the National Institute of Mental Health to the associated psychology faculties of the University of Chicago, Northwestern University, University of Illinois School of Medicine, and Michael Reese Hospital. His station is at the Institute for Psychosomatic and Psychiatric Research and Training, Michael Reese Hospital, Chicago.

**Roger T. Davis**, of the psychology staff at the University of South Dakota, has been awarded a research grant from the National Institutes of Health to study radiation effects on primates. He will investigate the effects of lethal and sub-lethal dosages of X-radiation on learning and other behavioral aspects of macaques.

**Henry A. Imus**, head of the Psychophysiology Branch, Biological Sciences Division, Office of Naval Research and now on assignment to the London Branch Office of Naval Research, has recently been elected to membership in the Ergonomics Society and in the British Psychological Society.

**The APA Public Relations Committee** is interested in learning of all research, published and unpublished, which bears on psychology's relationship with the public or other groups. Studies of psychology's reputation, the kind of psychological reading available to the public, library usage of psychological materials, etc., are appropriate. Please communicate with **Donald T. Campbell**, Department of Psychology, University of Chicago, Chicago 37, Illinois.

**The Division of Maturity and Old Age**, at its September, 1951 meeting, authorized the establishment of a *Newsletter*. The first issue of the publication will appear in February, 1952. **Oscar J. Kaplan** has been named editor and **James E. Birren** will serve as associate editor. News items should



be sent to the editor, San Diego State College, San Diego 15, California.

**The Education and Training Board** of the APA will hold a midyear conference at the University of Michigan on February 21-24. All committees of the Board will meet for the first two days, with the remainder of the time being devoted to general sessions aimed at clarifying basic issues in the education of American psychologists.

**Membership applications for the Division of Clinical and Abnormal Psychology** must be filed not later than *February 15, 1952* to be considered for the coming year. Application blanks should be sent to the office of the secretary-treasurer, Dr. Ann Magaret, 5728 S. Ellis Ave., Chicago 37, Illinois.

**The New York State Psychological Association** announces that an Advisory Committee made up of its members has been established to work with the New York State Employment Service. The New York State Employment Service is prepared to refer well-qualified psychologists to employers located anywhere within the United States. There is no fee for this service. Employers are invited to list any openings for psychologists with the New York State Employment Service. All correspondence should be directed to The Professional Office of the New York State Employment Service, 1 East 19th St., New York 3, N. Y.

**Psychology in the World Emergency** will be the subject of the sixth annual Conference on Current Trends in Psychology to be held at the University of Pittsburgh on February 15 and 16, 1952. Members of the American Psychological Association may obtain tickets without charge by writing to the Department of Psychology, University of Pittsburgh, Pittsburgh 13, Pennsylvania.

The speakers and their prospective topics are as follows:

Donald E. Baier: Matching Personnel and Jobs.

Raymond V. Bowers (Frederick W. Williams co-author): Psychological Warfare, Strategic Intelligence, and Overseas Research in the World Emergency.

Fillmore H. Sanford: Research on Military Leadership.

Glen Finch: Organization and Opportunities in Service Programs of Psychological Research.

John L. Kennedy: The Uses and Limitations of Mathematical Models, Game Theory, and Systems Analysis in Planning and Problem Solving.

J. W. Macmillan: Problems in the Administration and Utilization of Contract Research Studies.

Arthur W. Melton: Military Requirements for Systematic Study of Psychological Variables.

**The Survey Research Center of the University of Michigan** will hold its Summer Institute in survey research techniques this summer for the fifth consecutive year. This special program is designed to illustrate the theory and application of survey research to such fields as psychology-sociology, public health, business and human relations, statistics, economics, etc. This year a special workshop will be offered in the practical application of survey research methods to these individual fields. The dates for this session are June 23 to July 18 and July 21 to August 15. For information, write to the Survey Research Center, University of Michigan, Ann Arbor, Michigan.

**The Committee for the Scientific Study of Religion** held its fall meeting at Harvard University on November 3, 1951. Research papers were presented at the afternoon session, and the meeting was concluded in the evening with a round-table discussion of approaches to the scientific study of religion from social anthropology, social psychology, clinical psychology, and sociology. Participating were Professors M. Opler of Stanford University, and G. W. Allport, R. McCann, and T. Parsons of Harvard University. The date for the spring meeting is set for April 26, 1952 at Harvard University. Qualified social scientists with empirical research who would like to apply for a place on the program should write immediately, giving a full description of their work, to the Chairman, Professor Talcott Parsons, Department of Social Relations, Harvard University, Cambridge 38, Mass. Prospective members should write Professor J. Paul Williams, Mt. Holyoke College, South Hadley, Massachusetts.

**The Industrial Relations Research Award**, a \$500 U. S. Government bond, will be presented by the Society for the Psychological Study of Social Issues to the individual whose research is judged most meritorious as a scientific contribution to the understanding of labor-management relations. This award has been made possible by a gift to the So-

ciety for the Psychological Study of Social Issues by the Harwood Manufacturing Corporation, through the offices of Dr. Alfred J. Marrow, President of the Harwood Corporation, and a member of SPSSI. Any research study completed during 1950, 1951, and 1952 will be eligible for consideration. Manuscripts reporting completed research, whether or not published, should be submitted as far in advance of the closing date, *July 1, 1952*, as is feasible. It is intended that this award should stimulate the development of new research approaches to the understanding of the social psychology of industrial relations and to the improvement of the relationships between labor and management. A committee of judges is being appointed by the executive council of SPSSI. Their names and further information about the conditions for making the award will be published later in the year. Inquiries concerning the award should be addressed to Mrs. Helen S. Service, Assistant Secretary, SPSSI, Department of Psychology, Columbia University, New York, N. Y.

At the first business meeting of the 1951-52 season of the **Harris County (Texas) Psychological Association** the following officers were elected: Trenton Wann, Rice Institute, president; Richard I. Evans, University of Houston, secretary-treasurer; Sidney Cleveland, Houston VA Hospital, and S. Thomas Friedman, Southwestern Jewish Relationships Council, members of the Executive Council.

A twenty-year study of patterns of vocational development is being launched in Middletown, New York, under the joint sponsorship of the Horace Mann-Lincoln Institute of School Experimentation and the Department of Guidance of Teachers College, Columbia University. The Career Pattern Study is making intensive case studies of three hundred 8th and 9th grade boys, who will be followed through school and into adulthood. At the same time, the Study is analyzing local occupational opportunities, trends, and attitudes. Its objective is to obtain a comprehensive picture of the factors affecting the vocational ambitions, choices, success, and adjustments of the boys being studied. The Study is directed by Donald E. Super; its staff includes Harry Beilin, Junius Davis, and Martin Hamburger as research assistants; Albert S. Thompson and Charles N. Morris as con-

sultants; and several graduate students as part-time assistants.

**The Council of the American Psychiatric Association** has recently passed a resolution favoring certification of clinical psychologists. The resolution stated:

The American Psychiatric Association recognizes that in recent years there have been wide developments in the field of psychology. The Association recognizes contributions to the diagnosis and treatment of psychiatric patients, which have come from psychology.

As a measure to protect the public from unqualified persons, an establishment of standards of competence in the psychological profession is regarded of great importance. The American Psychiatric Association fully supports the desirability of designating by legal certification those, who by education and experience, should have the privilege to be known as qualified psychologists.

The Association further recognizes that the work of the clinical psychologist occurs, in part, in the medical field. The Association recognizes that clinical psychologists also operate in other areas, such as vocational or educational guidance and remedial reading, which are, in general, not closely related to the practice of medicine.

The Association emphasizes that when clinical psychologists work with illness, whether such illness be manifested in physical or psychological symptoms or signs, it is essential that they work under the continuing direction of a licensed physician who is properly qualified to assume responsibility for the particular patient involved. In general, the physicians best qualified for this direction are psychiatrists.

At the present time, the Association believes that it is impossible to define and delimit the practice of psychology for purposes of licensure in a way not likely to be interpreted as permitting psychologists to assume responsibilities for which they are not qualified, such as the diagnosis and treatment of ill persons. Neither does the Association believe that it is possible to define the practice of psychology in a way not likely to be interpreted as unduly limiting other professional groups, such as lawyers, ministers, social workers and teachers, in the proper exercise of their professional activities. For these reasons the Association does not believe that the licensing of psychologists is consistent with sound public policy.

The Association, being aware of the importance of working toward better relations between psychiatry and psychology, urges its members to cooperate to bring about such advance. We recognize that the professional services of both psychologists and psychiatrists are made more effective when they function together to achieve a common purpose. It is particularly important that training programs in clinical psychology be strengthened, to enable psychologists to receive that type of training which can be given in medical settings, to bring about better coordination between these two professions.

The APA Advisory Editors to the *Journal of Educational Psychology* are: Stephen M. Corey (chairman), J. B. Stroud and Wm. Clark Trow.

The Inter-Society Color Council will hold its twenty-first annual meeting at the Hotel Statler in New York City on February 7-9, 1952. All members of the APA have been invited to attend.

The Berufsverband Deutscher Psychologen (Landesverband Bayern), the professional association of German psychologists, has elected a Committee for International Cooperation with Hans G. Pfaffenberger as chairman. The functions of the Committee have been loosely defined and will be formulated more precisely after the present exploratory stage. The general aim is the strengthening of cooperation and interaction of psychologists in Germany and abroad. Possible steps toward this aim may be illustrated by the following example: one German journal, on the suggestion of the Committee has offered space for review of American books and comprehensive summaries of research findings in the fields of juvenile delinquency, child guidance, group and individual therapy with children and adolescents, and similar topics. The Committee will be glad to offer its services for similar requests and suggestions by American psychologists, editors, and authors. Inquiries and requests should be addressed to the Committee for International Cooperation, c/o Hans G. Pfaffenberger, 29 Komotauerstr., Nurnberg, Germany.

Fulbright travel grants for lecturing and research in psychology in the United States have been awarded to the following foreign scholars: **U Hla Bu**, professor of philosophy and psychology at the University of Rangoon, for work at Harvard University; **Alice W. Heim**, investigator in applied psychology at Cambridge University, for work at Stanford University; **Antoine Oldendorff**, professor of sociology, Carolus Magnus University, Netherlands, for work at the University of Michigan; **William M. O'Neil**, McCaughey Professor of Psychology at the University of Sydney, for work at the University of Minnesota; **Asenath Petrie**, clinical and research psychologist, St. George's Hospital, London, for work at the University of Pennsylvania; and **Walter Toman**, assistant in the department of psychology at the University of Vienna, for work at Harvard University.

The grants have been made for various periods of time during the academic year 1951-1952. The APA has learned that many of these psychologists would appreciate invitations to attend professional meetings to be held during the coming year and would also like to visit institutions other than their host institutions. Invitations from other universities and colleges near the host institution would be especially appreciated.

The Board of Scientific Directors of the **Roscoe B. Jackson Memorial Laboratory** at Bar Harbor, Maine, has announced the appointment of an Advisory Committee of distinguished scientists whose duty it will be to consult concerning the program of research on the genetics of animal behavior being carried on at the Laboratory. Frank Beach will serve as Chairman. Members of the Committee are Leonard Carmichael, Howard S. Liddell, Donald O. Hebb, and Theodore C. Schneirla.

**Dunlap and Associates, Inc.**, research psychologists and industrial consultants, conducted a seminar on October 18, 1951 on "The Human Factor in Industrial Inspection" at the firm's office at 429 Atlantic Street, Stamford, Conn., for a group of eight British industrialists who are visiting America under the sponsorship of the Anglo-American Commission on Productivity and the Technical Assistance Division of the Economic Cooperation Administration. Jack W. Dunlap, president of the concern, explained the nature of its psychological research work; J. D. Coakley delivered a paper on "Human Effect on Automatic Machines" and "Inspection as a Subsystem of the Over-all System"; R. C. Channell spoke on "Specifications of Inspection Standards" and Jesse Orlansky on "Effect of Training, Worker Morale and Environmental Conditions on Inspection Problems." The session concluded with a talk by Dr. Dunlap on "Statistics as a Criterion for Evaluating Inspection Methods."

A committee has been formed to plan for the organization of a **Nassau County (New York) Psychological Association**. The impetus to the organization was given by the Nassau County Mental Health Association which requested psychologists of the County to supply the Mental Health Association with a list of qualified psychological consultants. An organizing meeting was held at Adelphi College, Garden City, New York, in Room



108 of the Science Building, at 8 o'clock on December 17. Gordon F. Derner, director of clinical psychology at Adelphi College, is the pro tem chairman of the organizing committee.

**Conscientious objectors** are not wanted by the military services, but may find themselves in uniform or in jail if they are not informed about the procedure prescribed for them under the law. Organizations to which conscientious objectors may be referred are: National Service Board for Religious Objectors, 1000 Eleventh Street N. W., Washington, D. C.; Fellowship of Reconciliation, 21 Audubon Avenue, near 166th Street, New York City; Central Committee for Conscientious Objectors, 2006 Walnut Street, Philadelphia 3, Pennsylvania.

**The Alcoholism Research Foundation**, of the Province of Ontario, recently made a grant of \$25,000 to be divided between the departments of psychology, physiology, and biochemistry, Queen's University, Kingston, Ontario. The department of psychology will make a study in the Kingston Penitentiary on personality changes in alcoholics.

At its last annual meeting the APA Council of Representatives voted to take action regarding a book, *Common Human Needs*, by Charlotte Towle, which has been ordered destroyed by the Federal Security Administrator. The order by the Federal Security Administrator had been made because it was said that one sentence of the book appeared to advocate a socialistic form of government, though Miss Towle had indicated that this was not her intent and had offered to change the wording. The Council recommended that the American Association of Social Workers be urged to reproduce the book if they believed it useful in the training of social workers, and expressed a willingness to assist in any feasible way to make the book available again. (See *American Psychologist*, November 1951, p. 592.) The APA office has now received letters of thanks from Miss Towle and the American Association of Social Workers as well as the information that the book will be reprinted under the auspices of the American Association of Social Workers.

#### Vacancies

**Graduate assistantships** with The Reading Improvement Service leading to the Master's or Doc-

tor's degree at Western Reserve University. Open to men or women who are acceptable to the Graduate School of the University, the five assistantships each carry a stipend of \$800 for the first year and \$900 for the second year, with the privilege of carrying nine hours of graduate courses each semester with no tuition charges. BA degree in English, psychology, or education required. Work is with children, college students, business, and professional clients. Tutoring experience helpful. Apply to Dr. Mary C. Austin, Director, 2029 Adelbert Road, Cleveland 6, Ohio.

**Postdoctoral residency** in clinical psychology in a 700-bed neuropsychiatric hospital. Write to Dr. Paul Dingman, Brattleboro Retreat, Brattleboro, Vermont.

**Clinical psychologist**, either sex, beginning immediately. Two years' clinical experience, MA or equivalent, for diagnostic testing, research and therapy. Will be required to supervise interns closely. Salary, \$3,660-\$4,575. State Merit System. Apply to Michael H. P. Finn, Springfield State Hospital, Sykesville, Maryland.

**Clinical psychologist**, either sex, at least MA and two years of clinical experience, for diagnostic testing and some therapy. Appointment at Psychologist II or III rating under State Civil Service, depending upon qualifications. Salary, \$3,660-\$5,520. Apply to Dr. Harriett K. Beck, Director, Port Huron Child Guidance Clinic, 1020 Pine Grove Avenue, Port Huron, Michigan.

**Clinical psychologist**, male or female, preferably PhD. Duties involve teaching basic and practicum courses and possibly research. Salary, open. Apply to Department of Psychology, University of Wichita, Wichita, Kansas.

**Psychologists** interested in teaching positions at the Hebrew University in Jerusalem are advised to write to Dr. Gregory Razran, Chairman, Department of Psychology, Queens College, Flushing, New York. Dr. Razran will teach at the University's summer session, April-June, 1952.

**Clinical child psychologist**, half-time position open, other half-time to be in private practice. Half-time salary up to \$2,400. PhD preferred. Must be proficient in projective studies, especially Rorschach, with children, and have good grasp of psychoanalytic theory. Address application to Robert C. Murphy, Jr., M.D., Director, Tacoma-Pierce County Health Department, 2324 Pacific, Tacoma, Washington.

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approach

### PSYCHOLOGICAL THEORY:

#### Contemporary Readings

• **Melvin H. Marx**

The most significant feature of this useful text is the collection in one place of a large number of important papers on problems of scientific theory construction otherwise available only in isolated and often difficult-to-obtain journals and books. The material in Part I is concerned with methodological problems and Part II contains selections from the writings of psychological theorists who have been most generally influential within the past two decades. 1951—\$5.00

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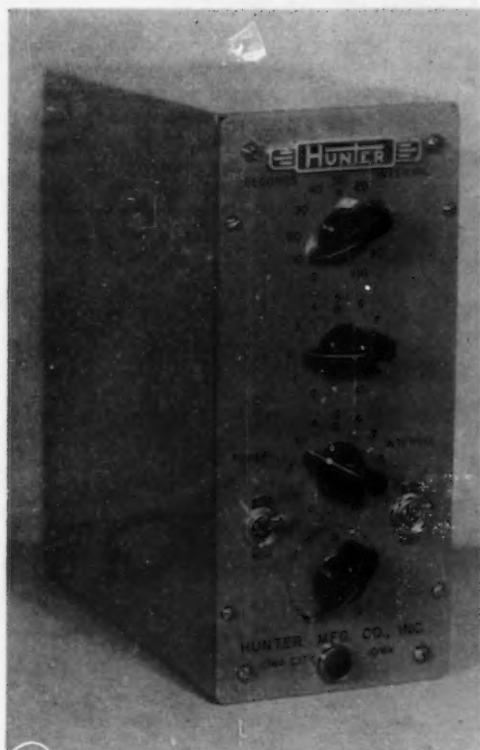
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